



SUMMER TERM CURRICULUM PLAN

YEAR GROUP 6

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>
<p>Experiences and the wider use of the environment for this term.</p>			

SCIENCE		
Skills as a Scientist	Key Learning Point – Knowledge	Vocabulary
<p><u>Working Scientifically Skills</u> I can report and present findings in oral and written forms such as displays and other</p>	<p>Recognise that light appears to travel in straight lines. Explain that objects are seen because they give out or reflect light into the eye.</p>	<p>Light Straight lines, Light rays, travel, light source, dark, absence of light, transparent,</p>

<p>presentations. (circulatory system, light, electricity)</p> <p>I can describe and evaluate my own and other peoples' scientific ideas using evidence from a range of sources (Carl Linnaeus, light bulbs, evolution)</p>	<p>Explain that we see things because of the way light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Know the purpose of parts of the eye.</p> <p>Investigate the idea of refraction</p> <p>Scientist: C.V Raman. First looked into 'light scattering' when it passes through objects.</p>	<p>translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, refraction, eye lids, cornea, iris, sclera, pupil, anterior chamber, ciliary muscle, optic nerve, lens, retina</p>
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HISTORY		
Skills as an Historian	Substantive knowledge	Vocabulary
<p>Chronological understanding Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p> <p>Range and depth of historical knowledge Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p> <p>Explain the events that led up to World War II- Treaty of Versailles (1920)</p> <p>Compare modern day daily life to that of a child during World War 2.</p> <p>Identify changes within the time period. Demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Identify and describe the different ways in which the past has been interpreted.</p>	<p>Choose events from History to place on a timeline.</p> <p>End of WW1; Causes of war Sanctions in place within the treaty and impacted a fuelled the racial hatred within the Nazi Party Blitz: German air raids, from a German word 'blitzkrieg' which means 'lightning war'.</p> <p>Propaganda Explore how the war impacted life, especially the role of women; use my knowledge to express an opinion and use 2 sides to an argument to do this.</p> <p>Evacuees (first came on 1 September 1939 - the day Germany invaded Poland and two days before the British declaration of war.)</p> <p>Battle of Britain (air battle) began 1940 lasted for several months</p>	<p>Air raids Propaganda Evacuees Bias Fact Opinion Battle of Britain Blitz Treaty of Versailles Evacuees Axis Powers rationing Nazi Holocaust air raid shelter Artefacts Primary sources Secondary sources</p>
<p>Interpretations of history Link sources and work out how conclusions were arrived at; say what conclusions can be drawn when there are no primary sources. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research</p>	<p>Explore what changes were made in Britain, to prepare and to get through the war.</p> <p>Explore how some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Distinguish between fact, opinion and bias. Use a range of primary sources</p>	

<p>Historical enquiry Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>	<p>Explore the bias behind the information</p> <p>How are the sources of evidence different from other areas of history studied? (technological developments and living memory)</p> <p>Secondary sources: Compare a scholarly article against primary sources: what is the difference</p>	
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GEOGRAPHY		
Skills as a Geographer	Substantive knowledge	Vocabulary
<p><u>Locational knowledge</u> Locate places across Europe and the World, which were involved in the war.</p> <p><u>Human and physical geography</u> Explain how the environment changed after WW2</p> <p><u>Geographical skills and fieldwork</u> Use a map, aerial photographs and digital/computer mapping to locate places across Europe and the World, which were involved in the war.</p>	<p><u>Locational knowledge</u> Know which countries were involved in WW2 Know the location of radar stations and airfields in our locality. RAF Hednesford. RAF Bobbington</p> <p><u>Human and physical geography</u> Know. how the environment changed during WW2 in our locality</p> <p><u>Geographical skills and fieldwork</u> Focusing on map work, looking at changes in the landscape that occurred before, during and after WW2.</p>	<p>Europe, America, Japan, Northern Hemisphere.</p>

RELIGIOUS EDUCATION		
Skills as Theologist	Substantive knowledge	Vocabulary
<p>Su1 Islam - Beliefs and moral value Identity, diversity and belonging I can say if living a good life will help a Muslim get to Heaven. I can tell you what I think about life after death.</p>	<p>Beliefs, teachings and sources Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Understand that Muslims believe in life after death and understand that this links to how they choose to behave.</p>	<p>Islam Muslim Muhammad Akhirah (life after death) Qur'an Allah Ramadan</p>

<p>I can identify why leading a good life might be a good idea and why people think this. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p>Su2 Islam - Beliefs and moral value Meaning, purpose and truth I can talk about something I find puzzling or interesting about the Muslim religion. I can start to ask questions about why Muslims have different beliefs if they are in the same religion. I can start to express my opinion on how Jihad is interpreted by some Muslims. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>	<p>Beliefs, teachings and sources Challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. Learn what Muslims believe are wrong/ evil. Understand the meaning of stereotyping.</p>	<p>Pilgrimage to Hajj.</p> <p>Islam Muslim Stereotyping Jihad (to struggle against evil) Terrorism Justification Stereotyping</p>
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DESIGN TECHNOLOGY		
Skills as a design technologist	Substantive knowledge	Vocabulary
<p><u>Explore</u> I can use my ideas to develop my work, considering the purpose. I can carry out research (surveys, interviews, questionnaires, and web-based resources).</p>	<p><u>Explore</u> I know backstitch, cross, running, overstitch. I know how to cast on/off.</p>	<p>Seam Prototype Durable Refine Fabric</p>

<p>Identify the needs, wants, preferences and values of individuals and groups. I can develop a simple design specification to guide my thinking.</p> <p><u>Design</u> I can share and clarify ideas through discussion. I can model their ideas using prototypes and pattern pieces. I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. I can make design decisions, taking account of constraints such as time, resources, and cost. I can select suitable tools, equipment, materials, and components and explain their choices.</p> <p><u>Make</u> I can create objects that employ a seam allowance. I can join textiles with a combination of stitching techniques (cross, back, over, and running stitch.) I can create suitable visual and tactile effects in decoration of textiles. (Such as a soft decoration for comfort on a cushion). I can accurately measure, mark out and cut materials. I can use techniques that involve several steps. I can demonstrate resourcefulness when tackling practical problems.</p> <p><u>Evaluate</u> I can continually evaluate and modify the working features of the product to match the initial design specification. I can critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. I can test the product to demonstrate its effectiveness for the intended user and purpose.</p>	<p>I know how pattern pieces fit together to create a product. Know what the Make Do and Mend Campaign is and its purpose. Know that different materials can be used to stuff cushions.</p> <p><u>Design</u> I know my design criteria and how to match my product to it. I know that it is important to plan the steps of my design. I know what I am making and which tools I am using. I know which sewing stitch and skills I will need for my design.</p> <p><u>Make</u> I know procedures to use tools safely and accurately. I know how to adapt my design to create my final product. I know what tools and materials I need to carry out tasks. I know how to accurately construct my product to improve its aesthetics.</p> <p><u>Evaluate</u> I know ways to modify my product to improve it.</p>	<p>Denim Cotton Stuff Cast on/off Pattern pieces Running stitch Cross stitch Pattern Back stitch Over stitch Refine consolidate</p>
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ART	
Skills as a	Key Learning Point – Knowledge
<p><u>Printing</u> Use a range of visual elements to reflect the purpose of the work (by creating world war2 scenes using colour inspiration).</p> <p><u>Drawing</u> Can select appropriate media and techniques to achieve a specific outcome.</p>	<p><u>Printing</u> Know what techniques are effective.</p> <p><u>Drawing</u> Know what media I need to use.</p> <p><u>Artist</u> Know Edward Ardizzone was an English, painter, print-maker, war artist and author and illustrator of many books.</p>

COMPUTING		
Skills as a computer scientist	Substantive knowledge	Vocabulary
<u>E Safety</u> <u>Copyright and ownership</u>	<u>Copyright and ownership</u>	<u>Copyright and ownership</u>

<p>Demonstrate the use of search tools to find and access content, which can be reused by others. Demonstrate how to make references to and acknowledge sources used from the internet.</p> <p><u>Privacy and security</u> Describe simple ways to increase privacy on apps and services that provide privacy settings. Describe and identify ways in which some online content targets people to gain money or information.</p> <p><u>Programming – Scratch</u> Deconstruct a problem into smaller steps, Explain and program each of the steps in my algorithm. Combine algorithms. Evaluate the effectiveness and efficiency of my algorithm, while I continually test the programming of that algorithm. Use a variable for a required output.</p> <p><u>Multimedia</u> I can talk about audience, atmosphere and structure when planning a particular outcome. I can combine a range of media, recognising the contribution of each to achieve a particular outcome. I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>	<p>Know how to reference and acknowledge sources used from the internet.</p> <p><u>Privacy and security</u> Know effective ways people can manage passwords. Know what to do if a password is shared, lost or stolen. Know online services have terms and conditions that govern their use.</p> <p><u>Programming – Scratch</u> Know how to use algorithms to get a desired effect. Know what a variable can be used for.</p>	<p>Filtered Public domain url usage rights copyright attributed reference</p> <p><u>Privacy and security</u> Privacy Permissions Data Online content</p> <p><u>Programming – Scratch</u> Variable Audience Atmosphere Structure</p>
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That mental health is just as important as physical health and that both need looking after
to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
positive strategies for managing feelings
that there are situations when someone may experience mixed or conflicting feelings
how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
identify where they and others can ask for help and support with mental wellbeing in and outside school
the importance of asking for support from a trusted adult
about the changes that may occur in life including death, and how these can cause conflicting feelings
that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed
about strategies that can help someone cope with the feelings associated with change or loss
to identify how to ask for help and support with loss, grief or other aspects of change
how balancing time online with other activities helps to maintain their health and wellbeing
strategies to manage time spent online and foster positive habits e.g. switching phone off at night
what to do and whom to tell if they are frightened or worried about something they have seen online

Growing and changing.

To recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school
Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
that pregnancy can be prevented with contraception²
about the responsibilities of being a parent or carer and how having a baby changes someone's life.

Keeping safe

How to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/ images online about the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play about the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decision

MUSIC		
Skills as a Musician	Substantive knowledge	Vocabulary
<p>PERFORMING When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Use the interrelated dimensions of music when singing and playing. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p> <p>COMPOSING Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). Improvise with increasing confidence. (e.g. using a scale pattern). Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. Works independently within a group composition showing thought in selection of instruments and playing techniques, Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p> <p>AURAL AWARENESS Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. Memorise more complex rhythmic and melodic patterns and match to conventional notation. Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres.</p>	<p>PERFORMING Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p> <p>COMPOSING Know how to notate compositions using a variety of methods.</p> <p>AURAL AWARENESS Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Notation RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk Hip Hop Big Band Jazz Dynamics Solo Ensemble Introduction Verse Chorus Bridge Hook Backing/ accompaniment Improvise Notation Notes Stave Key signature Coda Ostinato Syncopation Cannon</p>
EVALUATING		

<p>Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences</p>		
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PHYSICAL EDUCATION

Skills as an Athlete	Substantive knowledge	Vocabulary
<p>Teamwork</p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else if giving their idea and contribute my ideas. - I can stay motivated for my team and work hard for them. - I can follow instructions given by my peers based on a job role or position. - I can look to help and support my team mates especially those who may not be as strong at the sport. <p>Fitness</p> <ul style="list-style-type: none"> - I can do 60 minutes of active exercise in a day. - I can understand my body and how muscles grow. - I can understand the difference between feeling tired and lacking stamina or resilience. - I know how to improve on my stamina. <p>Health and Safety</p> <ul style="list-style-type: none"> - I can explain what being safe means in school and during PE. - I can identify actions/areas that may be unsafe and explain why. - I can set up equipment and apparatus safely. - I know what a risk assessment is. - I can risk assess aspects of PE lessons. <p>Competition</p> <ul style="list-style-type: none"> - I know what it is to win and lose. - I can win and lose with dignity. - I can congratulate the winner. - I can follow the rules of a game. - I can work to beat my own personal best. - I know that/where improvement is needed to better my own scores. - I can use communication and collaboration to learn from others to improve myself. 	<p>I know that I need to aim towards the batters bat and aim between their shoulder and knee.</p> <p>I know the ball cannot be aimed at the batter body.</p> <p>I know I must use underarm throws and not allow the ball to bounce.</p> <p>I can consistently use the correct stance, holding the bat in one hand.</p> <p>When I strike the ball, I can hit it with force and starting to hit with direction.</p> <p>I can spot spaces to aim towards when batting.</p> <p>I know where my team must be spaced out to minimise the other team’s rounders.</p> <p>I can apply my skills of catching to any activity, moving my body to the location of the ball when being thrown across to me.</p> <p>I can choose the most efficient way to throw the ball and which post to aim for in order to stop a rounder.</p> <p>I know how to use tactics – hit the ball in the direction of space and field in the spaces.</p> <p>I understand the role of each player during a game and can take part.</p> <p>I can take charge of being the bowler during a game, using the correct under arm technique, the correct stance and force behind the ball.</p> <p>I can show a good understanding of the rules of the sport.</p> <p>I can keep the score of the game.</p>	

<p>Leadership</p> <ul style="list-style-type: none"> - I can direct a partner or small group. - I can listen to others and take on board ideas. - I can adapt to the skills and needs of a group. - I can make decisions to benefit my team (positioning, roles) <p>Healthy Lifestyle</p> <ul style="list-style-type: none"> - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups) - I can understand why I need to exercise and why it is important. - I can take part and lead a warm-up and cool down and explain why this is needed. - I can find and explain links between diet and exercise. <p>Evaluation</p> <ul style="list-style-type: none"> - I can make a positive comment on another's performance. - I can be self-reflective and enhance my own performance through this. - I can offer constructive areas for development. - I can refine my own performance after receiving feedback. - I can explain how I did something to coach someone else. 	<p>Gymnastics</p> <p>L1 & L2 (Experimenting)</p> <p>I can use a variety of equipment and travelling methods and find what works for me.</p> <p>I can identify areas of gymnastics I am strong in and areas I need to develop.</p> <p>I can identify equipment, movements, travel and jumps I would like to include in my routine.</p> <p>L3 & L4 (Rehearsing)</p> <p>I can work solo, duo or with a small group to put a gymnastic routine together.</p> <p>I can show finesse, technique and fluidity in my routine.</p> <p>I can work within my gymnastic capability but still challenge myself.</p> <p>I may want to select music to accompany my routine.</p> <p>I can give and receive constructive feedback to develop my routine.</p> <p>L5 & L6 (Performances)</p> <p>Athletics</p> <p>L1 (Sprint Race)</p> <p>I can use explosive power to start the race quickly.</p> <p>I show good control and speed during the event.</p> <p>I can keep sprinting passed the finish line.</p> <p>I can perfect on my starting technique.</p> <p>I can start the race like an athlete.</p> <p>I can give and receive feedback on technique and implement it.</p> <p>I can lead/partake in a warmup and cool down.</p> <p>L2 (Relay Race)</p> <p>I can change speed & direction whilst running.</p> <p>I can hand over the baton efficiently.</p> <p>I can concentrate on my team to ensure I am ready for each leg of the relay.</p> <p>I can give and receive feedback on technique and implement it.</p> <p>I can lead/partake in a warmup and cool down.</p> <p>L3 (Cross country)</p> <p>I can change speed & direction whilst running.</p> <p>I can think tactically about when I should jog and when I should sprint.</p>	<p>Travel (cartwheel, round off, year 4's)</p> <p>Balances (1,2,3,4 point, part weight partner balances, groups formations)</p> <p>Rolls (forwards roll from straddle, dive forwards roll, backwards roll to straddle)</p> <p>Jumps (straight, tuck, star, pike straddle, stag jump/leap, split leap)</p> <p>Routine</p> <p>Rhythm</p> <p>Arabesque</p> <p>Poise</p> <p>Finesse</p> <p>Forwards roll</p> <p>Back</p>
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	<p>I can conserve my energy and maintain a constant speed.</p> <p>I can give and receive feedback on technique and implement it.</p> <p>I can lead/partake in a warmup and cool down.</p> <p>L4 (Javelin/Shotput)</p> <p>I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw.</p> <p>I know that when throwing my feet need to be shoulder width apart and knees slightly bent.</p> <p>I know that my stance changes when doing javelin to shot put.</p> <p>I know that my stance and the force in my legs help an object propel through the air.</p> <p>I know that my arms and wrists are just as important when throwing an object in order to propel it further.</p> <p>I can demonstrate successful throwing skills and will complete activity with flare and fluid motions.</p> <p>L5 (Long Jump/Speed bounce)</p> <p>I can jump accurately from a standing position using my arms as propulsion.</p> <p>I know how to use my arms to help propel me when jumping.</p> <p>L6 (Consolidation)</p> <p>I can work on an area that I have found challenging.</p> <p>I can use the correct technique for the sport I am competing in</p>	<p>Sprint, jog</p> <p>Distance (marathon cross country)</p> <p>Javelin</p> <p>Shot putt</p> <p>Force</p> <p>Propulsion</p>
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