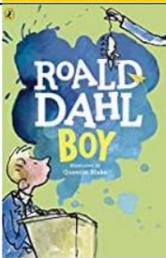
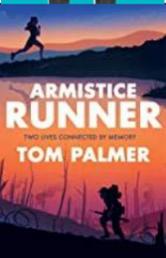
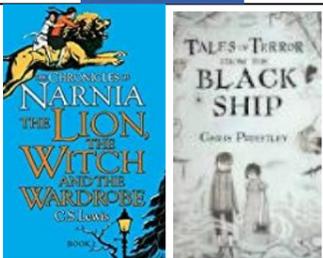
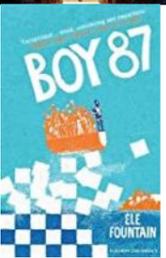


**Year Group Curriculum Plan
Year 6**

2020/2021 Core Value	Autumn 1 Community	Autumn 2 Hope	Spring 1 Justice	Spring 2 Generosity and Thankfulness	Summer 1 Courage and Perseverance	Summer 2 Love and Respect
RE Focus	<p>Creation/Science Creation: Creation and Science: conflicting or complementary?</p> <ul style="list-style-type: none"> - Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. - Show understanding of why some Christians find science and faith compatible. <ul style="list-style-type: none"> - Respond to the idea that humans have great responsibility for the Earth. 	<p>Incarnation: Was Jesus the Messiah?</p> <ul style="list-style-type: none"> - Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. - Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. 	<p>What does it mean for Muslims to follow God?</p> <ul style="list-style-type: none"> - Explain Muslim beliefs about God. - Understand, with depth and nuance, the many beliefs and rituals to develop an appreciation for religions. 	<p>Salvation: What difference does the resurrection make for Christians?</p> <ul style="list-style-type: none"> - Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in church communities. 	<p>Gospel: What would Jesus do?</p> <ul style="list-style-type: none"> - Taking account of the context, suggest meanings of Gospel texts studied, and comparing ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. 	<p>Kingdom of God: What kind of King is Jesus?</p> <ul style="list-style-type: none"> - Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives.
Key P4C Texts						
PHSCE Focus	<p>Keeping safe and measuring risk whilst out and about</p> <ul style="list-style-type: none"> - To examine feelings around being out and about in the local area, explore stereotypes and to begin to identify risks and risky behaviour. - To explore the possible consequences of anti-social behaviour and to explore ways of resisting peer pressure. 	<p>Identity, society and equality Human rights</p> <ul style="list-style-type: none"> - To understand what migration means, identifying the reasons why people move from one place to another. - To be able to empathise with the experiences and challenges moving and settling in new place might bring. - To be aware how the rights are relevant to their lives and that rights come with responsibilities. 	<p>Mental Health and emotional Wellbeing Healthy minds</p> <ul style="list-style-type: none"> - To know that mental health is about emotions, moods and feelings - how we think, feel and behave. - To recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent. - To know that there is help, advice and support available about mental health. 	<p>Drug, alcohol and tobacco education Weighing up risk</p> <ul style="list-style-type: none"> - To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. - To know about some of the possible effects and risks of different drugs and know that some drugs are restricted or that it is illegal to own, use and supply them. 	<p>Sex and relationship education Healthy relationships How a baby is made</p> <ul style="list-style-type: none"> - To answer their own questions about sex and relationships. - To use appropriate language to discuss sex and relationships with confidence. - To identify sources of information, support and advice for children and young people. 	<p>Sex and relationship education Healthy relationships How a baby is made</p> <ul style="list-style-type: none"> - To answer their own questions about sex and relationships. - To use appropriate language to discuss sex and relationships with confidence. - To identify sources of information, support and advice for children and young people.
British Values Focus	Democracy	Individual Liberty	Rule of Law		Mutual Respect and Tolerance	

<p>Class Reader(s)</p>						
<p>English Focus Text(s)</p>						
<p>English Focus</p>	<p>Roald Dahl character description and writing an inspection report for the world's worst school.</p> <p>Word classes: nouns, pronouns, expanded noun phrases, verbs, adverbs and adverbial phrases.</p>	<p>Historical letter writing from a trench runner on the Front Line.</p> <p>WW1 parallel information texts Prepositions, active and passive voice, clauses and phrases, conjunctions.</p>	<p>Diary writing from the perspective of a character in Narnia.</p> <p>Verb tenses, punctuating dialogue, semi-colons and colons, subjunctive form.</p> <p>Other texts covered: Traditional English Folklore The Lost Words by Robert McFarelene</p>	<p>Horror story writing, emotive letter exchange between Juliet and Lord Capulet, and narrative poetry.</p> <p>Grammar spiralling, collaborative revision, exam technique.</p>	<p>Biography for a 'Famous Failure'.</p> <p>Year 6 Romeo and Juliet Production Performance and Public Speaking Skills</p>	<p>Year 6 Romeo and Juliet Production</p> <p>Performance and Public Speaking Skills</p>
<p>Maths Focus</p>	<p>Place value, Reading and writing numbers to 10,000,000 Negative numbers Rounding</p> <p>Mental strategies Re-capping timestables Mixed operations and large numbers</p> <p>Four operations Multiply four digit by two digit Divide four digit by two digit Common factors, prime numbers and common multiples Solving multistep problems Estimate to check answers</p> <p>Worded problems and Investigations. All above</p>	<p>Fractions Simplifying fraction Compare and order fractions Adding and subtracting fractions Multiplying fractions Converting fractions to decimals and percentages Dividing fractions by whole numbers and other fractions Applying fractions knowledge to a variety of contexts</p> <p>Geometry, Position and direction To be able to describe positions on a full coordinate grid (all 4 quadrants) To be able to draw and translate simple shapes on the coordinate plane and reflex them in the axes.</p>	<p>Decimals Multiply one digit numbers with up to two decimal paces by whole numbers Use written division methods in cases where the answer has up to two decimals</p> <p>Percentages How to work out percentages of amounts Inverse of percentages of amounts Converting to fractions and decimals Applying to knowledge to different contexts</p> <p>Ratio and proportion Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts</p>	<p>Area To be able to work out area of triangles and parallelograms and rhombuses To be able to work out area of compound shapes To be able to apply knowledge in different contexts</p> <p>Perimeter To be able to work out the perimeter to a variety of compound shapes To be able to apply knowledge in different contexts</p> <p>Volume To be able to work out the area of cubes and cuboids To be able to apply knowledge in different contexts</p>	<p>Problem solving and application of skills Recapping previous taught skills and further embedding and deepening their understanding through problem solving and reasoning</p> <p>Exam technique. To further look at fluency and how to chose the most efficient methods</p>	<p>STEM Challenges Rollercoaster Construction Week Pupils will look at 3D shapes and nets. They will design and build a working rollercoaster</p> <p>Theme Park Project Children will design the layout, work out costs, budget their theme park whilst make some difficult decisions with their limited bidget.</p> <p>Transition Maths Working alongside the local secondary school we will prepare children for September.</p>

		<p>Worded problems and investigations. Everything previously taught</p>	<p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Converting units Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa up to three decimal places To be able to convert between miles and kilometers</p> <p>Reasoning problems and investigations.</p>	<p>Algebra To be able to use simple formulae To be able to generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns</p> <p>Properties of shape To be able to draw 2D shapes using given dimensions and angles To be able to recognise, describe and build simple 3D shapes including making nets To be able to compare and classify geometric shapes based on their properties To be able to draw and name different parts of circles: radius, diameter and circumference. To know that the diameter is twice the radius</p> <p>Angles To find any unknown angles of a triangle, quadrilaterals or polygons To recognise angles where they meet at a point, are on a straight line, or are vertically opposite and be able to find these angles</p> <p>Statistics To be able to interpret and construct pie charts and line graphs and use these to solve problems To be able to interpret the mean as an average</p>		

Science Focus	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - Describing how living things are classified into broad groups according to common observable characteristics based on similarities and differences, including micro-organisms, plants and animals. - Describing the differences in life cycles of a mammal, an amphibian, an insect and a bird. 	<p>Electricity</p> <ul style="list-style-type: none"> - Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. - Comparing and give reasons for variations in how components function. - Using recognised symbols when representing a simple circuit in a diagram. 	<p>Light</p> <ul style="list-style-type: none"> - Recognising that light appears to travel in straight lines. - Explain that objects are seen because they give out or reflect light into the eye. - Explain why shadows have the same shape as the objects that cast them. 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the changes as humans develop to old age. 	<p>How the environment can be adapted for the survival of animals and plants over the seasons.</p>
CC Focus	<p>History Is it Ever Right to Fight? Exploring the reasons for and the legacies from a variety of conflicts involving Great Britain over the last 1000 years.</p> <p>DT Constructing WW1 Trench Dioramas for a museum display including electronic components.</p> <p>World War I cookery</p> <p>Art and Design Charcoal and pastel landscapes sketching Constructing pop-up Christmas Cards with mechanisms</p>		<p>Geography What is our impact on the world? Exploring humanity's distribution and use of resources around the globe and the impact we are having on the planet.</p> <p>Geography South American Adventure Exploring the physical geography, biomes, culture, locational information and major human features of the continent.</p> <p>Art and Design Watercolour sketches of British birds</p> <p>Design and Technology Cooking South American Food</p>		<p>History How did the Industrial Revolution Shape Bradford and Baildon? Exploring the major events of the industrial revolution and investigating how it impacted on our locality.</p> <p>Geography Field Studies Using mapping skills to plan a study of Saltaire – investigating evidence and features from the Industrial Revolution, including comparing archaic maps, before presenting findings.</p> <p>Art and Design Investigating famous global architects Practising 3D vanishing point techniques</p> <p>Design and Technology Rollercoaster Project Frozen Mocktail Making</p>	
Music Focus	<p>Djembe Cyclic patterns and polyrhythms</p> <p>Part 2 Performing and composing</p>		<p>Programme Music Compositions inspired by the Lion, the Witch and the Wardrobe.</p>		<p>Class Band Trying new instruments, creating cover versions</p>	
PE Focus	<p>Orienteering To be able to apply map skills To be able to work as a team To be able to plan the most effective and quickest route on a map To build up fitness to be able to complete orienteering courses</p>	<p>Indoor Athletics To be able to effectively turn on a rebound board To be able to control running style To be able to effectively use a relay baton</p>	<p>Volleyball To be able to master the different volleyball shots: serve, dig shot and set To be able to control the shots To understand the tactics within a match situation</p>	<p>Ball Handling Skills To improve on speed of passing, footwork and shooting</p> <p>Dance</p>	<p>Rounders To build on previously taught skills: catching, striking the ball and bowling To deepen children understands of the rules and tactics.</p>	<p>Tennis To improve children's skills in the different shots: backhand, forehand, volley and serve</p>

	<p>Health Related Fitness To understand the importance of exercise To be able to talk about the importance of personal targets and improvement To be able to improve stamina and fitness</p>	<p>To be able to throw a javelin with the correct technique To be able to throw a basketball from standing, seated and from floor. To be able to use the scissors technique in high jump To be able to build up to being able to triple jump</p> <p>Gymnastics To be able to build a routine in groups that involve travelling, balances and supporting each other's weight To be able to use a spring board to move in control over a horse</p>	<p>Hockey To be able to use slap shot and the push pass To understand positions To be able to apply tactics and adapt to different scenarios</p>	<p>To be able to construct a small group within a class dance to a 12 beat song.</p>	<p>Cricket To develop bowling overarm with increased accuracy To be able to apply more precision to their batting To be able to adapt and apply tactics through field settings</p>	<p>Children to understand tactics and shot placement Pupils to apply tactics in match situations</p> <p>Outdoor Athletics Children to be able to pace themselves in middle distance races Children to understand the importance of control of limbs when sprinting Children preparing for Sports Day</p>
Computing Focus	<p>Internet Safety - Identify benefits and risks of apps accessing location, secure sites and privacy, the risks of giving personal information and device access to software. - Review the meaning of a digital footprint and have a clear idea of appropriate online behaviour. - Protecting ourselves and others from possible online dangers, bullying and inappropriate behaviour.</p>	<p>Spreadsheets - Basic calculations, organising data, advanced formulae, charts and graphics. Exploring probability. - Use of spreadsheets in real life. - Creating a computational model. - Use a spreadsheet to plan pocket money spending. - Application through planning a school event.</p>	<p>Coding Exploring Scratch, HTML and Python Coding Designing and coding a game using Scratch - To design and write a more complex program. - To use functions, debug a program and organise the code into tabs. - To explore the options for getting text input from the user, and know how to include interactivity in programming. - To use flowcharts to test and debug a program.</p>		<p>Networks - To discover what we already know about the internet. - To find out what LAN and WAN are. - To find out how we access the internet. - To know the age of the internet and think about what the future might hold.</p>	<p>Quizzing - To create a picture based quiz for young children. - To learn how to use the question types within 2Quiz. - To explore the grammar quizzes. - To make a quiz which requires the player to search a database.</p>
MFL Focus	<p>Greetings Greeting others and ask questions Feelings Numbers 1 to 10 Age Questions and instructions Begin reading French Family members</p>	<p>Context Days of the week Colours Numbers to 20 Simple calculations Countries and flags Simple likes and dislikes</p>	<p>Grammar Sing songs with actions Numbers to 30 Birthdays Plurals Writing paragraphs</p>	<p>Family Family members Siblings Tu and vous Household jobs The weekend Birthday parties</p>	<p>A Weekend with Friends Activities Likes and dislikes Sleepovers Asking others Invitations and excuses French conversations</p>	<p>The Future Future tense The weekend Comparing people Describing people</p>
Curriculum Enhancement	<p>Pond Dipping Building Devices to support insects</p>	<p>Robinwood Outdoor Pursuit Centre Explore Spooky locations– English</p>	<p>Plastic Litter Pick Mock Trial – RE</p>	<p>Den building and fire pit Cooking team building activity Blackpool Trip</p>	<p>Dragonboating Visit Saltaire – Industrial heritage</p>	<p>Field Skills – History and Geography Healthy School's Week</p>

	<p>Exploring Local War Memorials and Furnihurst Dell</p> <p>Visiting the Peace Museum</p> <p>Visit from Auschwitz outreach programme</p> <p>Immersion drama day at the world's worst boarding school</p> <p>Hike in local surroundings</p>	<p>Visit to the Royal Armouries</p> <p>Experiencing trench warfare drama day</p> <p>Exploring primary and secondary historical sources</p>				
<p>Home Learning Opportunities</p>	<p>Investigate an ancestor, or relative, who has been involved in a conflict, such as WW1 or WW2.</p>	<p>Produce an open-ended individual response to Remembrance Day.</p>	<p>Who should we help first? Decide on a charitable aim relating to saving the planet: extinction of a specific species, climate change, plastic pollution, sustainability, global warming, energy production. Research and present about an area you feel strongly about.</p>	<p>Compare human and physical geography of Brazil with the UK.</p>	<p>Follow the Bradford Peace Trail.</p>	<p>Write and perform a song or playscript.</p>