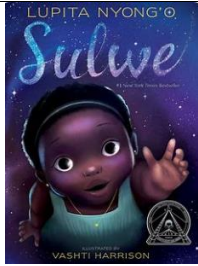
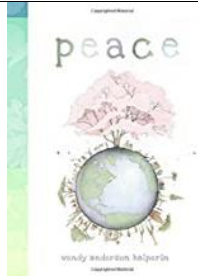
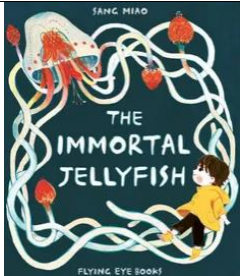
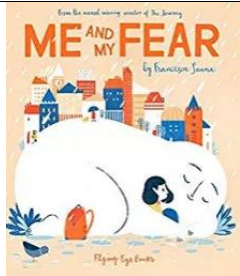
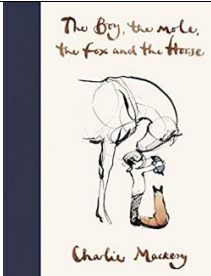


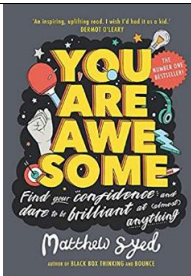
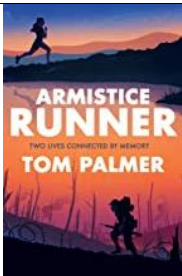
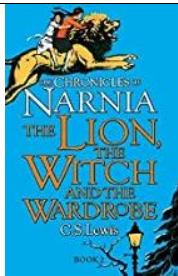
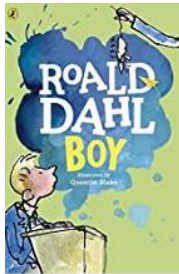

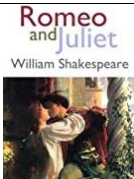




Year Group Curriculum Plan  
Year 6

2023/2024 Core Value	Autumn 1 Respect	Autumn 2 Hope	Spring 1 Support	Spring 2 Opportunities	Summer 1 Love	Summer 2 Achievement
RE Focus	<b>Creation/Science</b> <b>Creation: Creation and Science: conflicting or complementary?</b> <ul style="list-style-type: none"> <li>- To explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</li> <li>- To show understanding of why some Christians find science and faith compatible.</li> <li>- To respond to the idea that humans have great responsibility for the Earth.</li> </ul>	<b>Incarnation:</b> <b>Was Jesus the Messiah?</b> <ul style="list-style-type: none"> <li>- To explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.</li> <li>- To 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.</li> </ul>	<b><u>What does it mean for a Jewish person to follow God?</u></b> <p>To identify and explain Jewish beliefs about God - Recognise that loving others is important in lots of communities. To explore the key features of Judaism including practices and customs.</p>	<b>Salvation:</b> <b>What difference does the resurrection make for Christians?</b> <ul style="list-style-type: none"> <li>- To 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.</li> </ul>	<b>Gospel:</b> <b>What would Jesus do?</b> <ul style="list-style-type: none"> <li>- To take into 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.</li> </ul>	<b>Kingdom of God:</b> <b>What kind of King is Jesus?</b> <ul style="list-style-type: none"> <li>- To explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives.</li> </ul>
Key P4C Texts	 <p>Black History</p>					  <p>Pride</p>
PHSCE Focus	<b>How can we keep healthy as we grow?</b> <p>In this unit, we will learn:</p> <ul style="list-style-type: none"> <li>- How mental and physical health are linked.</li> <li>- How positive friendships and being involved in activities such as clubs and community groups support wellbeing.</li> <li>- How to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physically active, how to maintain good dental health and oral hygiene,</li> </ul>		<b>How can the media influence people?</b> <p>In this unit, we will learn:</p> <ul style="list-style-type: none"> <li>- How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.</li> <li>- That not everything should be shared online or social media and that there are rules about this, including the distribution of images.</li> </ul>		<b>Health and Well-being</b> <b>How can drugs common to everyday life affect health?</b> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine,</li> </ul>	<b>What will change as we become more independent? How do friendships change as we grow?</b> <p>In this unit, we will learn:</p> <ul style="list-style-type: none"> <li>- That people have different kinds of relationships in their</li> </ul>

	<p>how to stay safe in the sun, how to balance time online, how sleep contributes to a healthy lifestyle, the effects of poor sleep, and strategies that support good quality sleep.</p> <ul style="list-style-type: none"> <li>- That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.</li> <li>- How legal and illegal drugs can affect health and how to manage situations involving them.</li> <li>- How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to.</li> <li>- That mental health difficulties can usually be resolved or managed with the right strategies and support.</li> </ul>		<ul style="list-style-type: none"> <li>- That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.</li> <li>- How text and images can be manipulated or invented; strategies to recognise this.</li> <li>- To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</li> <li>- To recognise unsafe or suspicious content online and what to do about it.</li> <li>- How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</li> <li>- How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</li> </ul>		<p>alcohol, caffeine and medicines) can affect health and wellbeing</p> <ul style="list-style-type: none"> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> </ul>	<p>lives, including romantic relationships.</p> <ul style="list-style-type: none"> <li>- How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</li> </ul>
British Values Focus	Democracy	Individual Liberty	Rule of Law		Mutual Respect and Tolerance	
English Text(s)						
English Focus	<p><b>Biography for a 'Famous Failure'.</b></p> <p>Word classes: nouns, pronouns, expanded noun phrases, verbs, adverbs and adverbial phrases.</p>	<p><b>Historical letter writing from a trench runner on the Front Line.</b></p> <p>WW1 parallel information texts Prepositions, active and passive voice, clauses and phrases, conjunctions.</p>	<p><b>Diary writing from the perspective of a character in Narnia.</b></p> <p>Verb tenses, punctuating dialogue, semi-colons and colons, subjunctive form.</p> <p>Other texts covered: Traditional English Folklore</p>	<p><b>Roald Dahl character descriptions, comical storytelling and formal letter writing.</b></p> <p>Applying writing skills taught for effect</p> <p>Recapping all grammar and reading skills</p>	<p><b>Horror story opening writing and exploring poetic features including narrative poetry.</b></p> <p>Grammar spiralling, collaborative revision, exam technique.</p> <p>The Lost Words by Robert McFarlane</p>	<p><b>Year 6 Production, emotive letter exchange between Juliet and Lord Capulet.</b></p> <p>Performance and Public Speaking Skills</p>
Maths Focus	<p><b>Place value,</b></p> <p>In this unit, we will learn:</p> <ul style="list-style-type: none"> <li>- Numbers to 10,000,000</li> <li>- Negative numbers</li> <li>-Rounding</li> </ul>	<p><b>Converting units</b></p> <p>-Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of</p>	<p><b>Decimals</b></p> <p>-Multiply one digit numbers with up to two decimal places by whole numbers</p>	<p><b>Area</b></p> <p>-To be able to work out area of triangles and parallelograms and rhombuses</p>	<p><b>Geometry, Position and direction</b></p> <p>-To be able to describe positions on a full coordinate grid (all 4 quadrants)</p>	<p><b>Revisiting learning from the entire mathematical curriculum in order to consolidate and embed key-skills.</b></p>

	<p><b>Four operations</b>          -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><b>Worded problems and Investigations.</b>          -applying all skills from the four rules</p>	<p>measure to a larger unit and vice versa up to three decimal places</p> <p><b>Fractions</b>          -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>-Use written division methods in cases where the answer has up to two decimals</p> <p><b>Percentages</b>          -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><b>Ratio and proportion</b>          -Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts          -Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison          -Solve problems involving similar shapes where the scale factor is known or can be found          -Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>-To be able to convert between miles and kilometres</p> <p><b>Reasoning problems and investigations.</b></p>	<p>-To be able to work out area of compound shapes          To be able to apply knowledge in different contexts</p> <p><b>Perimeter</b>          -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><b>Volume</b>          -To be able to work out the area of cubes and cuboids          -To be able to apply knowledge in different contexts</p> <p><b>Algebra</b>          -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><b>Properties of shape</b>          -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.</p>	<p>-To be able to draw and translate simple shapes on the coordinate plane and reflex them in the axes.</p> <p><b>Problem solving</b></p> <p><b>Application of skills</b></p> <p><b>Consolidation and deepening of topics taught this year.</b></p> <p><b>Exam technique.</b></p>	<p><b>Problem solving challenges utilising and applying a variety of mathematical skills in different contexts.</b></p> <p><b>STEM Challenges</b></p>
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				<div>-To know that the diameter is twice the radius</div> <div><b>Angles</b> -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</div> <div><b>Statistics</b> -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</div> <div>.</div>		
Science Focus	<div><b>Living things and their habitats</b> -To describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences, including micro-organisms, plants and animals.</div>	<div><b>Electricity</b> - To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. - To compare and give reasons for variations in how components function. - To use recognised symbols when representing a simple circuit in a diagram.</div>	<div><b>Light</b> - To recognise that light appears to travel in straight lines. - To explain that objects are seen because they give out or reflect light into the eye. - To explain why shadows have the same shape as the objects that cast them.</div>	<div><b>Evolution and inheritance</b> - To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</div>	<div><b>Animals including Humans</b> - To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</div>	
CC Focus	<div><b>History</b> <b>British Conflicts</b> -To explore the reasons for and the legacies from a variety of conflicts involving Great Britain over the last 1000 years.</div> <div><b>DT</b> -To construct WW1 Trench Dioramas for a museum display using mechanical cam systems.</div> <div>-To plan, design and evaluate World War I cookery</div> <div><b>Art and Design</b> -To construct pop-up Christmas Cards with mechanisms</div>		<div><b>Geography</b> <b>South American Adventure</b> -To explore the physical geography, biomes, culture, locational information and major human features of the continent.</div> <div><b>Geography</b> <b>What is our impact on the world?</b> -To explore humanity's distribution and use of resources around the globe and the impact we are having on the planet.</div>		<div><b>History</b> <b>Industrial Revolution: Why does nothing ever happen in Baildon?</b> -To explore significant local changes over time in our locality.</div> <div><b>Geography</b> <b>Field Studies</b> -to use mapping skills to plan a local field study using maps and geographical skills.</div> <div><b>Art and Design</b> L.S. Lowry</div>	



	<b>Sculpture Day</b>		<b>Art</b> Jackie Morris -To use the medium of watercolour to sketch of British birds  <b>Design and Technology</b> -To plan, design, make and evaluate their own Ceviche fish with sauce.		To create a cityscape painting using neutrals to evoke mood and feeling  <b>Design and Technology</b> - to use switches and bulbs to make moving and light up fairground rides	
<b>Music Focus</b>	<b>Djembe</b> -To perform as a class djembe group, -To sing African songs, composing in groups.		<b>Programme Music 2</b> -Compositions inspired by texts -To develop compositional techniques to create descriptive music.		<b>Class Band</b> -To try new instruments, creating cover versions, developing ensemble skills, developing notation reading. Music for the Year 6 play	
<b>PE Focus</b>	<b>Orienteering</b> -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  <b>Gymnastics</b> To perform a <b>forward roll</b> , a <b>backwards roll</b> , <b>handstand</b> – being unaided, <b>cartwheel</b> , a <b>round off</b> , <b>Matching and Mirroring</b> , To be able to follow a leader, To perform side by side matching movements, Understand and show mirroring movements (move towards the mirror, opposite limbs to partner etc), To perform mirroring balances, To hold a balance whilst partner travels <b>Counter balance and Counter Tension</b> , To pull and push against the floor to travel, To be able to pull against partner to rise, Pull of different body parts to create a hold	<b>Indoor Athletics</b> -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 -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  <b>Hockey</b> -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	<b>Netball</b> To explore the best decision on how to carry the ball with the purpose of taking the best option to go forward and score.  To understand that game based practice is the best way to coach.  To understand most if not all the rules of Netball:  To watch videos of performers from local clubs (including amateur, semi pro and professional)  <b>Health Related Fitness</b> -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	<b>Dance</b> To be able to choose correct movement based on genre of dance - Flowing movement in ballet, Popping movement in street dance  To understand what it means to be <b>precise</b> when moving  To understand what it means to have <b>coordination</b> during dance  To understand the <b>musicality</b> of a beat being in time. Understand how to use and move in space  Understand which steps work together and why  Understand how to use the body to portray: - Emotion, Story, music <b>Tag Rugby</b>	<b>Cricket</b> -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  <b>Volleyball</b> -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	<b>Rounders</b> To further understand the rules of rounders To be able to bowl accurately underarm To be able to strike a ball with a rounders bat with a degree of accuracy  <b>Athletics</b> To prepare for sports day. To be able to run over different distances
<b>Computing Focus</b>	<b>Communication and collaboration 6.1</b> Exploring how data is transferred by working collaboratively online.	<b>3D modelling 6.5</b> Planning, developing, and evaluating 3D computer models of physical objects.	<b>Self-Image and Identity (links to PSHE) Privacy and Security</b>	<b>Variables in games 6.3</b> Exploring variables when designing and coding a game.	<b>Introduction to spreadsheets 6.4</b> Answering questions by using spreadsheets	<b>Web page creation 6.2</b> Designing and creating webpages, giving consideration

					to organise and calculate data.	to copyright, aesthetics, and navigation.
<b>MFL Focus</b>	<b>Ma Famille</b> -To learn key vocabulary linked to families -To be able to describe their own fictional family in French	<b>Qu'est-ce que tu voudrais faire?</b> -To learn vocabulary linked to activities you would like to do with friends -To be able to write a paragraph about likes and dislikes (with reasons) in French	<b>Le futur proche</b> -To begin to explore the future tense -To be able to discuss what you are doing tomorrow and at the weekend	<b>Les Metiers</b> -To learn vocabulary linked to jobs -To be able to express what job they would like to do and why	<b>Revision Topic</b> -To be prepared for secondary school and the next stage of their learning in French	
<b>Curriculum Enhancement</b>	-Pond Dipping -Building Devices to support insects - Invasion games linked to 1066 -Den building and fire pit Cooking team building activity	-Ingleborough Outdoor Pursuit Centre -Visit to the Royal Armouries -Experiencing trench warfare drama day -Exploring primary and secondary historical sources	-Food Technology – Brazilian Cooking	-Plastic Litter Pick Immersive drama tasks	-Field Skills – History and Geography	-SOAR month -Stay Vacation
<b>Home Learning Opportunities</b>	Familiarise themselves with a variety of online resources they can use to support their learning in Year 6.	Investigate an ancestor, or relative, who has been involved in a conflict, such as WW1 or WW2.	Creatively represent the world of Narnia in a manner of the pupils' choosing.	Engage in ways of protecting our planet, locale environment and community such as litter-picking, reducing waste, recycling, composting etc.	Explore locations of local historical value.	Write and perform a son, poem, short script based on their experiences at school. Form and practise class bands.