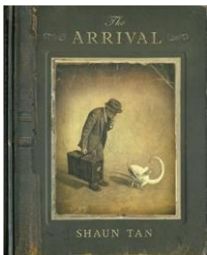
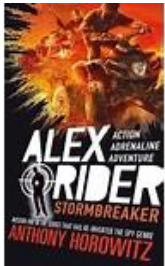






# Year 6 curriculum planning




## Core

Key Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>						
Teaching from a book	'The Arrival' Shaun Tan 	Poetry 'Flanders Field' John McCrae  Stormbreaker 	Rose Blanche Innocenti and Gallaz 	The Wind in the Wall Sally Gardner  The Eye of the Wolf Daniel Pennac 	Moderated writing portfolios	Romeo and Juliet William Shakespeare Compare play to film (need parental permissions to show clips) 
	Literacy Tree			Literacy Tree	Literacy Tree	Literacy Tree
Writer's Revolution focus	Consolidate the use of 12 sentence structures.					
<b>Mathematics</b>						
White Rose V3	Place Value		Ratio		Shape	

	Addition, subtraction, multiplication and division		Algebra	Position and direction		
	Fractions A		Decimals	Themed projects, consolidation and problem solving		
			Fractions, decimals, percentages			
	Fractions B		Area, perimeter and volume			
	Converting units		Statistics			
Continuous provision						
<b>Science</b> Kapow	Living things: Classifying big and small	Energy: Light and reflection	Living things: Evolution and inheritance	Energy: Circuits, batteries and switches	Animals: Circulation and exercise	Making connections
Continuous provision	Map the protected trees with preservation orders on them in the school grounds. Classify and observe over the year. What wildlife uses our grounds over the year and how can we observe their patterns (Yr 5 and 6)?					
<b>Computer Science</b>						
Kapow computing	<b>Bletchley Park and the history of computers</b> Discovering the history of Bletchley Park, historical figures and the importance of code	<b>AI Exploring what AI is</b> and how it generates text, images and code. <i>To be published October 2024.</i>	<b>Big data 1</b> Identifying how barcodes and QR codes work.	<b>Intro to Python</b> Using the programming language 'Python' to create designs and art.	<b>Big data 2</b> Further developing understanding of how networks and the Internet are able to share information.	<b>Inventing a product</b> Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs <i>Online safety</i>

	breaking and passwords. Internet <i>safety Searching for information</i>	<i>If the publishing is late -go to next unit/theme.</i>				
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## Non-core

Subject:	Autumn	Spring	Summer
<b>History</b>	What does the census tell us about our local area?	What was the impact of WW2 on Britain?	Unheard histories: Who should go on the bank note?
	Kapow	Kapow	Kapow
<b>Geography</b>	Why does the population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	Kapow	Kapow	Kapow
<b>Art</b>	Craft and Design: Photo Opportunity	Drawing: Make my voice heard	Sculpture and 3D: Making memories
	Kapow Derek O. Boateng and Chuck Close 	Kapow Dan Fenelon 	Kapow Joseph Cornell 
<b>Stand alone</b>	Painting and mixed media: Artist study lessons 1, 4 and/or 5 Artist Focus: Expressionism		

Subject:	Autumn	Spring	Summer
DT	Textiles: Waistcoats	Structure: Playgrounds	Digital World: Navigating the World
	Kapow	Kapow	Kapow
Stand alone			
PE	Dance: 'Singing in the rain' including Renoir 'The Umbrellas' Gymnastics: floorwork and benches	Dance: 'Wartime dance' (including jive, jitterbug, swing etc.) Gymnastics: floorwork, benches, tabletops, climbing frame, ropes	Gymnastics: floorwork, benches, tabletops, climbing frame, ropes, box and springboard (including vaulting) Dance: open stimulus/celebratory end of year dance/ performance
	Games: net and wall (badminton) Games: invasion games	Games: striking and fielding (rounders) Orienteering	Games: Ultimate Frizbee through the Sport Education Model Athletics Experience a range of different activities on residential
<p>Demonstrate a good knowledge and understanding of how to make healthy lifestyle choices and develop an awareness of how you will use this in the future to maintain a healthy lifestyle.</p> <p>Demonstrate the behaviours of someone that is committed to leading a healthy lifestyle (e.g. choosing to take part in physical activity during break time, selecting healthy snacks)</p> <p>Be able to compromise when working in a pair or group to reach decisions that suit the task and the individuals.</p> <p>Understand how to reflect on performance and be resilient when effort does not result in winning.</p> <p>Celebrate the success of peers and offer support if they lose.</p>			
PSHE	Relationships	Living in the Wider world	Health and well-being
	Attraction to others; romantic relationships; civil partnership and marriage  Recognising and managing pressure; consent in different situations  Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes  Evaluating media sources; sharing things online  Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online  Human reproduction and birth; increasing independence; managing transition

Subject:	Autumn	Spring	Summer
			Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
<b>RE</b>	Creation and Science: conflicting of complementary?  Why do some people believe in God and some people not?  Worcestershire Agreed Syllabus (Sacre)	Why do Hindus want to be good?  What do Christians believe Jesus did to 'save' people?	For Christians, what kind of King is Jesus?  How does faith help when life gets hard?
<b>Music</b>	Instrumental Unit 6 – North America OR Ukelele lessons  WW2 songs  Kapow	Film music  Theme and variation-Pop Art  Kapow	Composing and performing – end of school production  Kapow
<b>MFL</b>	Scene de Plage by Degas  School Life – a typical school day - locations around school	Naming subjects taught in school Expressing preferences Modes of transport	Mon vacances Creating a holiday brochure in French Preparation for Year 7