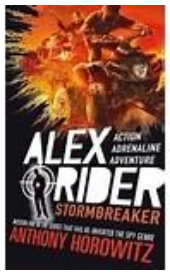
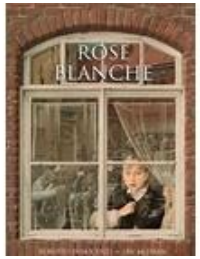
Year 6 curriculum planning

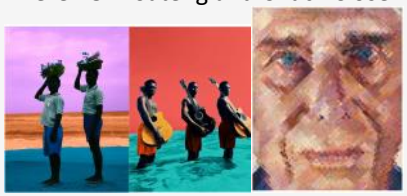
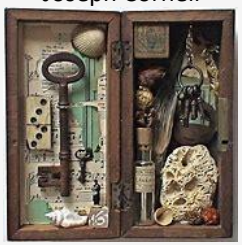
Core

Key Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
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.					
Mathematics						
White Rose V3	Place Value		Ratio		Shape	

	Addition, subtraction, multiplication and division		Algebra		Position and direction	
			Decimals		Themed projects, consolidation and problem solving	
	Fractions A		Fractions, decimals, percentages			
	Fractions B		Area, perimeter and volume			
	Converting units		Statistics			
Continuous provision						
Science 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)?					
Computer Science						
Kapow computing	**Bletchley Park and the history of computers** Discovering the history of Bletchley Park, historical figures and the importance of code breaking and	**AI Exploring what AI is** and how it generates text, images and code. ***To be published October 2024.*** ***If the publishing is late -go to next unit/theme.***	**Big data** 1 Identifying how barcodes and QR codes work.	**Intro to Python** Using the programming language 'Python' to create designs and art.	**Big data** 2 Further developing understanding of how networks and the Internet are able to share information.	**Inventing a product** Designing a product, pupils: evaluate, adapt and debug code to make it suitable for their needs *Online safety*

	passwords. Internet *safety Searching for information*					

Non-core

Subject:	Autumn	Spring	Summer
History	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
Geography	Why does the population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
	Kapow	Kapow	Kapow
Art	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 
Stand alone	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, jutterbug, 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**
	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. 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) Be able to compromise when working in a pair or group to reach decisions that suit the task and the individuals. Understand how to reflect on performance and be resilient when effort does not result in winning. Celebrate the success of peers and offer support if they lose.		
PSHE	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I understand there are different perceptions about what normal means. I can explain some of the ways in which one person or a group can have power over another. I can explain ways in which difference can be a source of conflict and a cause for celebration.	I know my learning strengths and can set challenging, realistic goals for myself and work out the learning steps I need to take to reach my goal and understand how to motivate myself. I can take responsibility for my health and make choices that benefit my health and well-being. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.	I know how to take care of my mental health I can recognise when people are trying to gain power or control I can use technology positively and safely to communicate with my friends and family I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance

Subject:	Autumn	Spring	Summer
			of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend
	Jigsaw		
RE	Creation and Science: conflicting of complementary? Why do some people believe in God and some people not?	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?
	Worcestershire Agreed Syllabus (Sacre)		
Music	Instrumental Unit 6 – North America OR Ukelele lessons WW2 songs	Film music Theme and variation-Pop Art	Composing and performing – end of school production
	Kapow	Kapow	Kapow
MFL	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