

Term 1

Weeks 1-14

Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<p>Form a Company: Company Accounts, Non chronological reports, Profit & Loss Analysis, Product Evaluation.</p> <p>Market research, product design, prototype making, advertising (studio advert).</p>	The Global Enterprise Project	<p><u>English:</u> Children will learn to...</p> <ul style="list-style-type: none"> Identify audience and purpose. Use a range of sentence punctuation. Develop cohesion across paragraphs. Listen and respond to statements, articulating answers to questions, maintaining the attention of an audience, speaking audibly and fluidly with Standard English (in presentations and discussions.) Develop cursive handwriting. <p><u>Maths:</u> Children will learn to...</p> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems 	English, Maths, Geography, PSHE, D & T.	1-14	<ul style="list-style-type: none"> Letter of Application Biography Web design Logo design Product Reviews Radio Advert Video Advert Writing formal emails. Writing informal/ formal letters. Logo Design Blogging on Office365 Dragon's Den Presentation Market research questionnaires 	Formal Job Application Excerpts from Biography of Richard Branson Advert Script

		<ul style="list-style-type: none"> • Calculate and interpret the mean as an average • Use and understand mode and median (Perhaps we should also include Mean as the most important type of average and range) • Collect discrete data and record them using a frequency table. • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. • Use simple formulae in Excel. • Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • Group data in equal class intervals • Derive quickly division and multiplication facts up to 12 				
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		<p>x 12 (was 10 x 10 in old curriculum).</p> <p><u>Geography:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Begin to describe geographical patterns and to appreciate the importance of location in understanding places. • Recognise and describe physical and human processes. • Communicate their findings using appropriate vocabulary. • PSHE: Working as a team. • Accepting differences & Diversity. • School values: Fortune Favours the Brave: Feeling confident to try new things & take risks, supporting children to reach their full potential. Freedom: Individuality, responsibility, community. Forward thinking: Embracing technology, trying new things, preparing for the future. Feeling Valued: 				
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Build a Pressure Switch	Investigating variables in a circuit	<p>Friendship, respect, listening, kindness, accepting differences, safety, promoting self-esteem.</p> <p><u>Science:</u> Children will learn to...</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. <p>Compare and give reasons for variations in how components function, including the brightness of a bulb, the loudness of buzzers and the on/off position of switches.</p>	Science	1-4	<ul style="list-style-type: none"> Design a circuit to vary brightness in a bulb and report findings. Design a circuit to vary volume in a buzzer and report findings. 	
Create a Superhero Signal	Experiment with light and reflection to create a rainbow.	<p><u>Science:</u> Children will learn to...</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	Science	5-8	<ul style="list-style-type: none"> Complete web quest about light Experiment with transparent, translucent and opaque materials Diagram of human eye 	

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Arts Award <i>Pop Art Portfolio</i>	Create artwork inspired by various Pop Artists to go towards Arts Award	<u>Art</u> <ul style="list-style-type: none"> start to develop their own style using tonal contrasts and mixed media. Look at composition, scale and proportion be aware of the foreground, middle ground and background use sketchbooks to develop ideas and identify artists who have worked in a similar way to their own work 	Art	1-8	Create artwork inspired by: <ul style="list-style-type: none"> Warhol's soup cans and Marilyn Lichtenstein's Whaam! Nicola Ls the Red Coat 	Tate Kids Fact files
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E-Safety Cautionary Tale	Write a poem based on Belloc's Cautionary Tales that apply the E-Safety rules taught and share in an assembly	<u>English:</u> Children will learn to... <ul style="list-style-type: none"> Identify audience and purpose. Use a range of sentence punctuation. Develop cohesion across paragraphs. Listen and respond to statements, articulating answers to questions, maintaining the attention of an audience, speaking audibly and fluidly with Standard English (in 	Computing, English	Ongoing	<ul style="list-style-type: none"> Practice rhyming couplets using 'Word of the Week' Read supporting texts 	Cautionary Tales by Hilaire Belloc World's Worst Children by David Walliams #Goldilocks by Jeanne Willis and Tony Ross

		<p>presentations and discussions.)</p> <ul style="list-style-type: none"> • Develop cursive handwriting. <p><u>Computing:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Act responsibly on the internet; • Conduct safe searches; • Appropriately use social media (through the school's Yammer site); Report inappropriate material encountered on the internet. 				
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<p>Choose Kind Develop an understanding of narrative based on 'Wonder' by R.J. Palacio.</p>	Writing Project	<p>Children will learn to . .</p> <ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence; uses the perfect form of verbs to mark relationships of time and cause • use expanded noun phrases to convey complicated information concisely; uses modal verbs or adverbs to indicate degrees of possibility 	English, Drama, PSHE,	7&8	<ul style="list-style-type: none"> • Scriptwriting • Drama workshops in characterisation • Book review • Assembly presentation on 'Choosing Kind'. 	'Wonder' by R.J. Palacio.

		<ul style="list-style-type: none"> • use semi-colons, colons or dashes to mark boundaries between independent clauses; uses a colon to introduce a list • punctuate bullet points consistently • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary 				
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<i>GEC Radio Advert Jingle</i>	Digitally compose jingles to feature in GEC radio advert	<u>Music</u> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality 	Music	5&6	<ul style="list-style-type: none"> • Listen to and analyse orchestrations of Radio 2 jingles • Use BandLab to compose jingle to feature in radio advert 	
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<p>Report to the V&A Museum: How was the world created?</p>	<p>Research project into the different creation stories believed by religious faiths.</p>	<p><u>R.E:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Explain how some of the beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals. • Explain how religious life and practice make a difference to the lives of individuals and communities. • Respond to issues of identity and experience in the context of their learning. • Respond to a range of questions of meaning and purpose in the context of their learning. • Respond to other people's values and commitments in the context of their learning. 	<p>RE, English, Drama</p>	<p>6-8</p>	<ul style="list-style-type: none"> • Mantle of the Expert session • Written report summarising findings <p>Present findings to class</p>	<p>Creation Stories: Sikhism Buddhism Hinduism Christianity Judaism</p>
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<p>Build a Bridge</p>			<p>Science D&T Coding</p>	<p>9-12</p>	<ul style="list-style-type: none"> • Recreate famous bridges on Minecraft 	

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Spanish Newspaper Activity Page	Application of Spanish Vocab Knowledge to create challenges to assess peer knowledge.	<u>Spanish (MFL):</u> Children will learn to... <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	Spanish	8-10	<ul style="list-style-type: none"> Instruction writing on how to build a bridge Model bridge building Spanish Weather Cartoon Create Spanish Word search Create Spanish colour by numbers 	Spanish Newspaper
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Arts Award Self Portrait Project	Analyse portraiture through the decades	<u>Art</u> <ul style="list-style-type: none"> start to develop their own style using tonal contrasts 	Art	9-14	Create artwork inspired by key self-portrait arts including	Tate Kids Fact files

		<p>and mixed media. Look at composition, scale and proportion</p> <ul style="list-style-type: none"> • be aware of the foreground, middle ground and background • use sketchbooks to develop ideas and identify artists who have worked in a similar way to their own work 			Van Gogh, and Frida Kahlo.	
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Making our voices heard: Blogging Project	<p>Debate: <i>Are footballers overpaid?</i></p> <p>Current Political Issue – <i>Who should be the next president of the USA?</i></p>	<p><u>English:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Write persuasively. • Use counter argument. • Identify audience and purpose. • Develop initial ideas. • Use a range of sentence punctuation. • Develop cohesion across paragraphs. • Use rhetoric devices and repetition. 	English, Drama, Science, PSHE	9-11	<ul style="list-style-type: none"> • Class debate. • Pre-discussion • Structuring a paragraph (Point, Evidence, Explain) • Handwriting support 	100 Women: Is the gender pay gap in sport really closing? Political news stories
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Begin course in Python in Pieces		<p><u>Computing:</u> Children will learn to...</p>	Computing	Ongoing	<ul style="list-style-type: none"> • Plan games • Design prototypes 	

		<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 			<ul style="list-style-type: none"> • Market Research • Create Final Game 	
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Learn to cook a Lasagne	The Great Cornerstone Cook Off	<u>D&T</u> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are 	D&T, Science, PSHE	8-12	<ul style="list-style-type: none"> • Recipe writing • Measurement activities 	Lasagne recipe

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Year 6 Christmas Performance	Performance at church of play, songs and dances	grown, reared, caught and processed Music <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Music	8-12	<ul style="list-style-type: none"> Script writing Singing practice Choreography of dances in PE 	The Christmas Story
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PE	Year 6 Activities/Games	<u>P.E:</u> Gymnastics: Children will learn to... <ul style="list-style-type: none"> Work individually, as a pair or in a group to develop a varied set of moves /sequences. To a number of themes with little input. Games: Children will learn to... <ul style="list-style-type: none"> Play a number of major games in small-sided and full-size competitions with other children. Have an experience / knowledge of the skills involved in major games. 	P.E.	Ongoing	Year 6 P.E: <ul style="list-style-type: none"> Gymnastics Netball Football Climbing Sailing Golf Tag-Rugby Running Mountain Biking 	
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YEAR 6 CURRICULUM PLAN AUTUMN 2020

Class/KS2 Assemblies	Debates, Discussions, Daily Act of Worship, Singing	<p>Explore the school values:</p> <ul style="list-style-type: none">• Fortune Favours the Brave: Feeling confident to try new things & take risks, supporting children to reach their full potential.• Freedom: Individuality, responsibility, community.• Forward thinking: Embracing technology, trying new things, preparing for the future.• Feeling Valued: Friendship, respect, listening, kindness, accepting differences, safety, promoting self-esteem.	PSHE, R.E	Ongoing	Debates, Discussions, Daily Act of Worship, Singing	
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