

Term 2

Weeks 1-14

| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
|--|-------------------------------|---|---|------|--|-------------------------|
| Company Accounts, Non-chronological reports, Profit & Loss Analysis, Product Evaluation. | 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"> Conduct Customer Research Draft letters to parents Product Costing Design prototypes Design presentation for Dragon's Den Film Advertising Video Build and populate a website Keep accurate profit and loss account Deal with customer queries | BBC Bitesize - Business |



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| | | <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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].• 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 | | | <ul style="list-style-type: none">• Skype calls with Israel, Spain and other countries• Write Business Report• Design PowerPoint Presentation for Dragon's Den Part 2 | |
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x 12 (was 10 x 10 in old curriculum).

Geography:

Children will learn to...

- 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:**

Friendship, respect, listening, kindness, accepting differences, safety, promoting self-esteem.

| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
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| <p>Horrible Histories: Kings and Queens Documentary and eBook</p> | <p>Research Project into British History of Monarchy</p> | <p><u>History:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Demonstrate factual knowledge and understanding of aspects of the history of Britain and other countries, drawn from the Key Stage 2 or Key Stage 3 programme of study. • Use the programmes of study to describe the characteristic features of past societies and periods, and to identify changes within and across periods. • Describe some of the main events, people and changes. • Give some reasons for, and results of, the main events and changes. • Show how some aspects of the past have been represented and interpreted in different ways. | <p>History, English. PE</p> | <p>2-14</p> | <ul style="list-style-type: none"> • Creation of Timeline • Horrible Histories Style Biography • Horrible Histories style music video and dance. | <p>Horrible Histories by Terry Deary</p> <p>Hands on History: A guide to interpreting historical evidence</p> |

- Begin to select and combine information from sources.
Begin to produce structured work, making appropriate use of dates and terms.

| Outcome | Context | Skills / Knowledge | Subjects | Week | Supporting Activities | Supporting Texts |
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| 'Theory of Evolution' Sway | Web quest and Case Study | <p><u>Science:</u> Children will learn to...</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. • recognise 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 | Science | 1-4 | <ul style="list-style-type: none"> • Web quest into Darwin's 'Theory of Evolution' • Case study on animal which has evolved through natural selection | 'Darwin's Theory of Evolution' STEM for kids |
| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| 'The Truth About Sugar' Science Fair Display | Research, Experiments and Presentation | <p><u>Science:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Describe the ways in which nutrients and water are | Science | 5-8 | <ul style="list-style-type: none"> • Make observations about pulse and | BBC – History of Sugar |

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| | | <p>transported within 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 bodies function <p><u>History:</u> Children will learn to...</p> <ul style="list-style-type: none"> Demonstrate factual knowledge and understanding of aspects of the history of Britain and other countries, drawn from the Key Stage 2 or Key Stage 3 programme of study. Use the programmes of study to describe the characteristic features of past societies and periods, and to identify changes within and across periods. Describe some of the main events, people and changes. Give some reasons for, and results of, the main events and changes. | | | <p>performance in sport</p> <ul style="list-style-type: none"> Create diagrams of the process of both digestive and circulatory system Health and Nutrition Sessions with School Nurse Plan and Deliver assembly Learn to read, interpret and compare nutritional labels Survey staff and pupils on their eating habits Develop their map skills through DigiMaps Use Venn Diagrams to sort food items Discussions and debates around the slave trade | <p>Excerpts from Sugar by Jewell Parker Rhodes</p> |
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| | | <ul style="list-style-type: none"> Show how some aspects of the past have been represented and interpreted in different ways. Begin to select and combine information from sources. Begin to produce structured work, making appropriate use of dates and terms. <p><u>Geography:</u> Children will learn to...</p> <ul style="list-style-type: none"> Locate continents and countries involved in the Sugar trade and to appreciate the importance of location in understanding places. Recognise and describe physical and human processes. Communicate their findings using appropriate vocabulary. | | | | |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| Dummies Guide to Staying Safe Online | Create a guide for inexperienced technology users to | <p><u>English:</u> Children will learn to...</p> <ul style="list-style-type: none"> Identify audience and purpose. | Computing, English | Ongoing | <ul style="list-style-type: none"> Practice rhyming couplets using | Cautionary Tales by Hilaire Belloc |

| | guide them through the rules of E-Safety | <ul style="list-style-type: none"> • 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>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); <p>Report inappropriate material encountered on the internet.</p> | | | 'Word of the Week' Read supporting texts | World's Worst Children by David Walliams #Goldilocks by Jeanne Willis and Tony Ross |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| 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 | <p><u>English:</u> Children will learn to...</p> <ul style="list-style-type: none"> • Identify audience and purpose. | Computing, English | Ongoing | <ul style="list-style-type: none"> • Practice rhyming couplets using 'Word of the Week' | Cautionary Tales by Hilaire Belloc World's Worst Children by David Walliams |



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| | | <ul style="list-style-type: none"> • 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>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); <p>Report inappropriate material encountered on the internet.</p> | | | Read supporting texts | #Goldilocks by Jeanne Willis and Tony Ross |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| ROH Dance Project | Use dance and music to explore text and narrative in literature | Dance: Children will learn to... <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, | Dance, Music | Ongoing | <ul style="list-style-type: none"> • Compose character soundtracks • Choreograph routine | Text decided by ROH |

| | | <p>through athletics and gymnastics]</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best | | | <ul style="list-style-type: none"> Design costume and set | |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| Learn to cook a Lasagne | The Great Cornerstone Cook Off | <p><u>D&T</u></p> <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 <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> | D&T, Science, PSHE | 8-12 | <ul style="list-style-type: none"> Recipe writing Measurement activities | Lasagne recipe |
| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| Continue course in Python in Pieces | | <p><u>Computing:</u> <i>Children will learn to...</i></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; | Computing | Ongoing | <ul style="list-style-type: none"> Plan games Design prototypes Market Research Create Final Game | |

| | | <p>solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • 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 | | | | |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| Build exam confidence in Mathematics | SATS Preparation | <p><u>Maths</u> Children will be taught to . . .</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the | | | | |

formal written method of long multiplication

- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- derive quickly division and multiplication facts up to 12 x 12



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| | | <ul style="list-style-type: none">• check solutions by applying inverse operations or estimating using approximations• use common factors to simplify fractions; use common multiples to express fractions in the same denomination• use a fraction as an operator to find fractions of quantities e.g. $\frac{5}{8}$ of 32• compare and order fractions, including fractions > 1• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions• multiply simple pairs of proper fractions, writing the answer in its simplest form• associate a fraction with division and calculate decimal fraction equivalents• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving | | | | |
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answers up to three decimal places

- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts
- solve problems involving the calculation of percentages
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and

| | | <p>grouping using knowledge of fractions and multiples.</p> <ul style="list-style-type: none"> understand and use vocabulary associated with probability Algebra Children will be taught to . . . use simple formulae, generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns | | | | |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| Build exam confidence in Reading | SATS Preparation | <p><u>Reading – Word Reading</u></p> <ul style="list-style-type: none"> Children will be taught to . . . apply a growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words that they meet. <p><u>Reading – Comprehension</u></p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> read and discuss an increasingly wide range of fiction, poetry, plays, non- | | | | |



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| | | <p>fiction and reference books or textbooks; read books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none">• recommend books that they have read to their peers, giving reasons for their choices• identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books• learn a wide range of poetry by heart; prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding• draw inferences such as inferring characters' feelings, thoughts and motives from | | | | |
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| | | <p>their actions, and justifying inferences with evidence; predicts what might happen from details stated and implied</p> <ul style="list-style-type: none">• summarises the main ideas drawn from more than one paragraph, identifies key details that support the main ideas; identifies how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion; retrieves, records and presents information from non-fiction• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenge views. | | | | |



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| Build exam confidence in Grammar and Punctuation | SATS Preparation | <p><u>Grammar</u> Children will be taught 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• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learn the grammar for years 5 and 6 in English Appendix 2 use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity; uses brackets, dashes or commas to indicate parenthesis | | | | |
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| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
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| PE | Year 6 Activities/Games | <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 <p><u>P.E:</u> Gymnastics: Children will learn to...</p> <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. <p>Games: Children will learn to...</p> <ul style="list-style-type: none"> Play a number of major games in small-sided and full-size competitions with other children. <p>Have an experience / knowledge of the skills involved in major games.</p> | P.E. | Ongoing | Year 6 P.E: <ul style="list-style-type: none"> Gymnastics Netball Football Climbing Sailing Golf Tag-Rugby Running Mountain Biking | |
| Outcome / Knowledge | Context | Skills | Subjects | Week | Supporting Activities | Supporting Texts |
| 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. | PSHE, R.E | Ongoing | Debates, Discussions, Daily Act of Worship, Singing | |



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| | | <ul style="list-style-type: none">• <u>Freedom:</u> Individuality, responsibility, community.• <u>Forward thinking:</u> Embracing technology, trying new things, preparing for the future.• <u>Feeling Valued:</u> Friendship, respect, listening, kindness, accepting differences, safety, promoting self-esteem. | | | | |
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