

## Term 3

### 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> <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>Identify audience and purpose.</li> <li>Use a range of sentence punctuation.</li> <li>Develop cohesion across paragraphs.</li> <li>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.)</li> <li>Develop cursive handwriting.</li> </ul> <p><u>Maths:</u> <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul>	English, Maths, Geography, PSHE, D & T.	1-12	<ul style="list-style-type: none"> <li>Keep accurate profit and loss account</li> <li>Deal with customer queries</li> <li>Skype calls with Israel, Spain and other countries</li> <li>Write Business Report</li> <li>Design PowerPoint Presentation for Dragon's Den Part 2</li> </ul>	



## YEAR 6 CURRICULUM PLAN SUMMER 2021

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|  |  | <ul style="list-style-type: none"><li>• Use and understand mode and median (Perhaps we should also include Mean as the most important type of average and range)</li><li>• Collect discrete data and record them using a frequency table.</li><li>• Calculate the area of parallelograms and triangles</li><li>• Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math>].</li><li>• Use simple formulae in Excel.</li><li>• Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li><li>• Group data in equal class intervals</li><li>• Derive quickly division and multiplication facts up to 12 x 12 (was 10 x 10 in old curriculum).</li></ul> |  |  |  |  |
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# YEAR 6 CURRICULUM PLAN SUMMER 2021

		<p><u>Geography:</u>  <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• Begin to describe geographical patterns and to appreciate the importance of location in understanding places.</li> <li>• Recognise and describe physical and human processes.</li> <li>• Communicate their findings using appropriate vocabulary.</li> <li>• PSHE: Working as a team.</li> <li>• Accepting differences &amp; Diversity.</li> </ul> <p>School values: <b>Fortune Favours the Brave:</b> Feeling confident to try new things &amp; take risks, supporting children to reach their full potential.</p> <p><b>Freedom:</b> Individuality, responsibility, community. <b>Forward thinking:</b> Embracing technology, trying new things, preparing for the future. <b>Feeling Valued:</b> Friendship, respect, listening, kindness, accepting differences, safety, promoting self-esteem.</p>				
<b>Outcome / Knowledge</b>	<b>Context</b>	<b>Skills</b>	<b>Subjects</b>	<b>Week</b>	<b>Supporting Activities</b>	<b>Supporting Texts</b>



# YEAR 6 CURRICULUM PLAN SUMMER 2021

<p>Making Our Voices Heard: <b>Blogging Project</b></p>	<p><b>Debate:</b> A Human's Right to Education</p>	<p><u>English:</u> <b>Children will learn to...</b> <i>Grammar</i></p> <ul style="list-style-type: none"><li>• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• 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</li><li>• use expanded noun phrases to convey complicated information concisely; uses modal verbs or adverbs to indicate degrees of possibility</li><li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>• use commas to clarify meaning or avoid ambiguity in writing</li><li>• use hyphens to avoid ambiguity; uses brackets, dashes or commas to indicate parenthesis</li></ul>	<p>English, RE, PSHE</p>	<p>1-3</p>	<ul style="list-style-type: none"><li>• Class reading and discussion of 'I am Malala'</li><li>• 'I Have a Dream' Speech Writing</li><li>• Reading Comprehension on AR about Malala Yousufzai</li><li>• Slido discussion on Human Rights Research Project on Education around the World</li></ul>	<ul style="list-style-type: none"><li>• 'I am Malala' The Young Readers Edition</li><li>• 'Education around the World' – Information Blog 'What is a Human Rights' Leaflet</li><li>• 'I Have a Dream' speech by Martin Luther King</li></ul>
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# YEAR 6 CURRICULUM PLAN SUMMER 2021

		<ul style="list-style-type: none"><li>• use semi-colons, colons or dashes to mark boundaries between independent clauses; uses a colon to introduce a list</li><li>• punctuate bullet points consistently</li></ul> <p><i>Composition</i></p> <ul style="list-style-type: none"><li>• Identify audience and purpose.</li><li>• Use a range of sentence punctuation.</li><li>• Develop cohesion across paragraphs.</li><li>• 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.)</li><li>• Develop joined-up handwriting.</li></ul> <p><u>RE</u> <i>British Council Themes for “Global Citizens” – Rights and Responsibilities</i></p>				
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		<ul style="list-style-type: none"> <li>Engage in discussion on whether human rights can be absolute or conditional.</li> <li>How we are all responsible for upholding the rights of others.</li> <li>This theme encourages thinking about what it is to live in a society, where rights in one country are different to those in another.</li> </ul> <p><i>Learning about Religion – In what ways is religious faith like a journey?</i></p> <ul style="list-style-type: none"> <li>understanding that religions may hold the answers, for some people, to life's mysteries</li> <li>learning about religious codes of conduct and rules of living, considering the effect these have on any individuals' journey through life</li> </ul> <p>drawing on examples of how personal and religious beliefs may influence behaviour.</p>				
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Spanish School Life Drama Miniseries	Scripted Episodes about School Life in	<i>Spanish (MFL): Children will learn to...</i>	Spanish	6-8	<ul style="list-style-type: none"> <li>Roleplay set in school</li> </ul>	'En mi Escuela' In My School

	Spanish recorded in Studio	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>			<ul style="list-style-type: none"> <li>Script a short episode as part of a Spanish mini series set in school.</li> </ul>	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
<p><b>Arts Award</b> Dutch Art Project</p>	<p>Create artwork inspired by various Dutch artists to go towards Arts Award</p>	<p>Art</p> <ul style="list-style-type: none"> <li>children are taught about the Dutch artwork of the narratives found within them</li> <li>Rembrandt 'the night watch'</li> <li>Vermeer: 'Girl with a pearl earring', 'Officer and a laughing girl'</li> <li>Utrecht School and the influence of Caravaggio</li> </ul>	<p>Art</p>	<p>1-8</p>	<ul style="list-style-type: none"> <li>Chiaroscuro shading techniques</li> <li>Still life Fruit bowl shading</li> <li>Presentation on analysis of The Night Watch</li> </ul>	<p><b>Tate Kids Biographies</b></p>

- children look at how light effects art work and changes the effect of a work
- children create a coiled pot and decorate it in a traditional delftware style

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Classifying Living Things	Web quest and Case Study	<p><u>Science:</u> <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>	Science	10-11	<ul style="list-style-type: none"> <li>• Web quest looking at how to classify living things</li> <li>• Case Study on an example of each group</li> <li>•</li> </ul>	
Learn to cook a pavlova	The Great Cornerstone Cook Off	<p><u>D&amp;T</u></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	D&T, Science, PSHE	8-12	<ul style="list-style-type: none"> <li>• Recipe writing</li> <li>• Measurement activities</li> </ul>	Pavlova recipe

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Build a Powered Buggy	The Egg Challenge	<p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b>Key Skills:</b> <b>Children will be taught to...</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and</li> </ul>	D&T	13-14	<ul style="list-style-type: none"> <li>Design Prototype using recyclable materials.</li> <li>Create Instructional Leaflet</li> </ul>	'Build your own Off Road Buggy' Haynes Manual

motors] to power or decorate their buggy  
 apply their understanding of computing to program, monitor and control their products

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Graduate course in Python in Pieces		<p><u>Computing:</u>  <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	Computing	Ongoing	<ul style="list-style-type: none"> <li>• Plan games</li> <li>• Design prototypes</li> <li>• Market Research</li> <li>• Create Final Game</li> </ul>	
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Develop crucial life skills	Visit to the Year 6 Life Skills course,	<p><u>Key Skills:</u>  <b>Children will be taught to...</b></p> <ul style="list-style-type: none"> <li>• make emergency phone calls</li> </ul>	PSHE	11	<ul style="list-style-type: none"> <li>• Morning Course</li> </ul> <p>Follow up presentation</p>	

	Sidmouth Donkey Sanctuary	<ul style="list-style-type: none"> <li>• use beeches safely</li> <li>• maintain good levels of hygiene</li> <li>• act responsibly around electricity</li> <li>• avoid creating fire hazards</li> </ul>			Drama role-play on Lifeskills	
Outcome / Knowledge	Context	Skills	Subjects	Week	Supporting Activities	Supporting Texts
Sports Day Events	Year 6 Activities/Games	<p><b>P.E:</b></p> <p><b>Athletics: <i>Children will learn to...</i></b></p> <ul style="list-style-type: none"> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul> <p><b>Games: <i>Children will learn to...</i></b></p> <ul style="list-style-type: none"> <li>• Play a number of major games in small-sided and full-size competitions with other children.</li> <li>• Have an experience / knowledge of the skills involved in major games.</li> </ul> <p>Health Related Exercise: <b><i>Children will learn to...</i></b></p>	PE	Ongoing	<ul style="list-style-type: none"> <li>• Throw a range of field items (discuss, shot put &amp; javelin)</li> <li>• Run a range of distances</li> </ul>	

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