

Year 6 Long Term Curriculum

| | Autumn 1 | Autumn 2 | Spring | Summer 1 | Summer 2 |
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| Theme | Route '66 | What the Dickens! (The Victorians) | The World at War (The Battle of Britain) | Me, myself and I | Shakespeare Study |
| Core Texts | <u>Fiction</u> Holes <u>Non-fiction</u> Mapping North America (Close-up Continents) | <u>Classic Fiction</u> Oliver Twist Street Child <u>Non-fiction</u> Biography – Thomas Barnardo | <u>Fiction</u> When the Sky Falls (WW2) <u>Non-fiction</u> Newspapers of the time | <u>Fiction</u> Skellig <u>Non-fiction</u> I Am Not A Label | <u>Fiction</u> Macbeth <u>Non-fiction</u> Memories of Time at Glebe |
| Visual Stimuli | Holes | Oliver Twist | WW2: Goodnight Mr Tom | Spiderman into the Spiderverse | Shakespeare's Animated Tales - Macbeth |
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| English-Fiction | Letter Diary | Narrative – Historical Setting | Action Story Dialogue Story | Narrative – From Multiple Perspectives Focus Study Skills GPS and Reading Persuasive writing (letter) | Playscript – read and write |
| English-Non Fiction | Non-chronological Report | Biography – Thomas Barnardo | Newspaper Recount Explanation Text | | Recount |
| English-Poetry | Free Verse Poetry | Classic Poetry with Figurative language | Structured Cinquain Poems | | Classic poetry (Sonnets) |

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| Maths | Number – Place Value Number – Addition, Subtraction, Multiplication and Division | Fractions A Fractions B Measurement – Converting Units | Number – Ratio Number – Algebra Number - Decimals | Number – Fractions, Decimals and Percentages Measurement – Area, Perimeter and Volume Statistics | Geometry – Properties of Shapes Geometry – Position and Direction | Themed Projects, Consolidation and Problem Solving |
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| Science | <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision • Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • Sc5/1.4 using test results to make predictions to set up further comparative and fair tests • Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | |
| | Evolution and Inheritance – The Game of Survival | Electricity – Electric Celebrations | Animals Including Humans – The Art of Being Human | Light – Crime Lab Investigation | Living Things and Their Habitats – Classification Connoisseurs | |
| | Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/2.3b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram. | Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans. | Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same | Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics. | Sex Education |

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| | | | | shape as the objects that cast them | | |
| PSHE | <p>Me and My Relationships</p> <p>Assertiveness</p> <ul style="list-style-type: none"> Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. <p>Cooperation</p> <ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. <p>Safe/unsafe touches</p> <p>Positive relationships</p> <ul style="list-style-type: none"> | <p>How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <ul style="list-style-type: none"> that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss | <p>How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <ul style="list-style-type: none"> how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts | <p>How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <ul style="list-style-type: none"> how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people’s decisions, taking into consideration different viewpoints | <p>What will change as we become more independent?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood | <p>What will change as we become more independent?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <ul style="list-style-type: none"> about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made (parents can ask their children not to be part of these lesson) how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; <p>how to ask for support or where to seek further information and advice</p> |

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| | | | <ul style="list-style-type: none"> to recognise unsafe or suspicious content online and what to do about it | | | regarding growing up and changing |
| RE | <p>How do beliefs shape identity for Muslims?</p> <p>Islam</p> <p>Substantive</p> <p>The ways in which the Qur'an and Hadith form a source of authority.</p> <p>Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).</p> <p>Muslim perspectives on moral issues including the idea of 'intention'.</p> <p>The role of the Masjid (mosque).</p> <p>The significance and impact of Five Pillars of Islam.</p> <p>The importance of Ramadan, the two Eid festivals and Jummah Prayers.</p> <p>Disciplinary</p> <p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that</p> | <p>Does religion bring peace, conflict or both?</p> <p>Christianity/ Hinduism/ Islam</p> <p>Substantive</p> <p>Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions.</p> <p>The impact of Christian/Muslim/Hindu teachings on daily life.</p> <p>Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.</p> <p>The impact of ahimsa on daily life, including many Hindus being vegetarian.</p> <p>The role of the Muslim community in charity work as an expression of their faith.</p> <p>Disciplinary</p> | <p>What does it mean to be human? Is being happy the greatest purpose in life?</p> <p>Humanist/ Christian</p> <p>Substantive</p> <p>The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>The work of one or two key philosophers such as Socrates/Plato and Descartes.</p> <p>Consideration of consequences of action in relation to karma.</p> <p>Disciplinary</p> <p>Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.</p> | | <p>What can we learn about the world and the meaning of life from the great philosophers?</p> <p>Buddhism/ Christianity</p> <p>Substantive</p> <p>St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.</p> <p>Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's City of God in which he argues that suffering in this life is of little consequence when considering the Last Judgement.</p> <p>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</p> <p>The work of Jeremy Bentham and John Stuart Mill on Utilitarianism.</p> <p>Disciplinary</p> <p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.</p> | |

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| | <p>are authoritative for a group of believers.</p> <p>Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others.</p> | <p>Explain what at least two religions believe about peace and conflict.</p> <p>Analyse the relationship between peace and pacifism.</p> <p>Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.</p> | | <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p> | |
| <p>PE</p> | <p>Physical Education knowledge and skills repeated throughout the year</p> <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> | | | | |
| <p><u>Gymnastics (Taught by SSPs)</u></p> <p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform own longer, more complex sequences in time to music. Consistently.</p> <p>Perform and apply skills and techniques with accuracy and control.</p> | <p><u>Dance (Taught by SSPs)</u></p> <p>Demonstrate precision, control and fluency in response to stimuli.</p> <p>Vary dynamics and develop actions with a partner or as part of a group. Modify my performance and that of others. Organise myself to warm-up safely.</p> <p>Link phrases and motifs to create a wide</p> | <p><u>Hockey (Taught by SSPs)</u></p> <p><u>Games Tennis (Taught by teachers)</u></p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Use different techniques to hit a ball.</p> <p>Consolidate different ways of throwing and catching,</p> | <p><u>Athletics (Taught by SSPs)</u></p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Continue to develop techniques to throw for increased distance.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Take part in competitive games with a strong</p> | <p><u>Athletics (Taught by SSPs)</u></p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Continue to develop techniques to throw for increased distance.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Take part in competitive games with a strong</p> | <p><u>Outdoor Adventure (Taught by SSPs)</u></p> <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Complete orienteering activities individually, and as part of a team.</p> <p>Choose the best equipment for man outdoor activity. Create an outdoor activity that challenges others.</p> |

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| | <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Body and Mind</p> <p>Understand how physical activity can affect the body and mind; learn about types of activity you could choose to do.</p> <p>Eatwell Guide</p> <p>Look at the components of the Eatwell Guide; understand what it means to have a balanced diet.</p> <p>Meal Planning</p> <p>Apply knowledge about the Eatwell Guide to design a balanced menu for a day.</p> <p>Hydration</p> <p>Understand why we need to stay hydrated; identify how to stay hydrated; other factors that affect hydration levels.</p> <p>Joy of Moving</p> | <p>performance. Continually demonstrate rhythm and spatial awareness.</p> <p><u>Games Basketball (Taught by teachers)</u></p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Use different techniques to hit a ball.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball</p> | <p>and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> | <p>understanding of tactics and composition.</p> <p><u>Games Rounders (Taught by teachers)</u></p> | <p>understanding of tactics and composition.</p> | <p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Complete an orienteering course on multiple occasions in a quicker time due to improved technique.</p> <p>Choose and use criteria to evaluate own and others' work, suggesting thoughtful and appropriate improvements.</p> |
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| | <p><u>Games Netball (Taught by teachers)</u></p> <p>Physical Activity</p> <p>Understand what physical activity is and the different levels of physical activity; understand what activities contribute to your active day; know how much physical activity you should be doing for your health; take part in a pulse rate experiment.</p> | <p>effectively in a team game.</p> | | | | |
| <p>Geography</p> | <p><u>North America</u></p> <p><u>Substantive</u></p> <p>Know the different climates and biomes of the Americas.</p> <p>Know similarities and differences between my local area and an area of North America.</p> <p>Know areas of natural wonders in the Americas.</p> <p><u>Disciplinary</u></p> <p>Describe physical features of an area of the Americas.</p> <p>Describe the climate of an area of the Americas.</p> | | <p><u>Map work</u></p> <p><u>Substantive</u></p> <p>Know how water and weather can change the landscape.</p> <p>Know how coastal features are formed.</p> <p>Know how to identify coastal features of the UK.</p> <p>Know how the make-up of the United Kingdom has changed over time.</p> <p>Know how the borders of Europe have changed over time.</p> <p>Know how and why landscapes change over time.</p> <p>Know how physical factors might change the landscape in the future.</p> <p><u>Disciplinary</u></p> <p>Explain what weathering and erosion mean.</p> | <p><u>Immigration/Trade</u></p> <p><u>Substantive</u></p> <p>Know why many people from a country (eg West Indies) emigrated to Britain the 1950s</p> <p>Know why so many people from India and Pakistan emigrated to Britain</p> <p>Know about the impact of immigration on Britain's industry</p> <p>Known why Brexit was such an important event in Britain</p> <p>Know what is meant by the European Union</p> <p><u>Disciplinary</u></p> | | |

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| | <p>Describe the human geography of an area of North America.</p> <p>Define latitude.</p> <p>Identify the equator, tropics and poles on a map.</p> <p>Understand coordinates pinpoint a geographical location.</p> <p>Name some wonders of the Americas.</p> | | <p>Describe how erosion changes rocks.</p> <p>Name some features of a coastline.</p> <p>Name some famous UK coastal features.</p> <p>Describe how erosion and deposition change the look of a coastline.</p> <p>Name an area of the UK which has been affected by coastal erosion.</p> <p>Identify how the UK's borders have changed over time.</p> <p>Identify similarities in photographs of a landscape taken at different times.</p> <p>Describe some ways that weather can change the landscape.</p> <p>Describe how physical changes have affected Earth since 1800.</p> <p>List some physical changes to the Earth predicted to occur by 2050.</p> <p>Describe some ways that human activity changes the landscape.</p> | <p>Know how factors of immigration can affect a country.</p> <p>Know how trade has changed through the years</p> | |
| <p>History</p> | <p><u>Historical knowledge and skills repeated throughout the year</u></p> <p>Recognise primary and secondary sources.</p> <p>Use dates to place up to 10 key events within current study on a time line, to show the sequence of events (add to timeline)</p> | | | | |
| | | <p><u>Victorians</u></p> <p><u>Substantive</u></p> <p>Know the Victorian period was between 1837 and 1901 and was dominated</p> | <p><u>World War Two</u></p> <p><u>Battle of Britain</u></p> | | |

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| | | <p>by the long reign of Victoria.</p> <p>Know the Benin Period spanned from AD900 to</p> <p><u>Disciplinary</u></p> <p>Know this was a period of rapid changes, affecting industry, transport, factories and mines and urbanisation.</p> <p>Know the causes and consequences of the working lives of Victorian children.</p> <p>Know the main transport changes and who benefitted from them.</p> <p>Know what an empire looked like in Victorian Britain. (Who benefitted and who did not from the British Empire? – Ancient Benin)</p> | <p>Know key events in WW2 and when they occurred. (Context for the Battle of Britain)</p> <p>Know the significance of the key events in the lead up to the Battle of Britain</p> <p>Know why the Battle of Britain was a key turning point in the war and the impact this had.</p> <p>The impact the Battle of Britain had on civilians.</p> <p><u>Local History</u></p> <p>Know the significance of Rayleigh Mount in the local community.</p> <p>How to use sources of evidence to learn about Rayleigh Mount’s historical past and how it has changed over time.</p> <p>Understand why a castle was needed in the local area.</p> <p>The relationship between Robert FitzWimarc and Sweyne and why there were important people in Rayleigh.</p> | | |
| <p>Computing</p> | <p>Purple Mash Unit 6.1 Coding (6 Lessons)</p> <ul style="list-style-type: none"> • Know how to implement a game which includes timers and a score. • Know what the launch command is. | <p>Purple Mash Unit 6.5 Text Adventures (5 Lessons)</p> <ul style="list-style-type: none"> • Know what a text-based adventure is. • Know how to convert a simple story with 2 or 3 levels of decision making into a logical design. | <p>Purple Mash Unit 6.7 Quizzing (6 Lessons)</p> <ul style="list-style-type: none"> • Know how to use create activities for younger children using software such as 2DIY. | | |

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| <ul style="list-style-type: none"> • Build on knowledge of functions. • Know how to use multiple functions in own program. • Know how to arrange code in multiple tabs. • Know how to develop creativity when coding to generate novel effects. • Know the different options of generating user input in 2Code. • Know how to attribute variables to user input. • Know the need to code for all possibilities when using user inputs. • Know how 2Code can be used to make a text-based adventure game. • Know with improving understanding of how they can alter existing programs to reflect their own ideas. • Building on existing knowledge of debugging, children know how to debug more effectively <p>Purple Mash Unit 6.2 Online Safety (2 Lessons)</p> <ul style="list-style-type: none"> • Know the benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • Know what secure sites are. • Know that secure sites will have industry standard seals of approval. • Build on knowledge of Digital Footprints. For example, know how and why people use their information. • Build on knowledge of appropriate online behaviours and how this can protect themselves and others from possible online dangers. For example, the dangers of promoting inappropriate content online. • Have greater knowledge of how to make more informed choices of how free time is used. | <ul style="list-style-type: none"> • Know how to use the functionality of 2Create a Story Adventure mode to create, test and debug using plans. • Know the difference between a map-based game and a sequential story-based game. • Know how to use written plans to code a map-based adventure using 2Code. • Know how to recall existing knowledge to support coding a map-based adventure game. For example, using functions, two-way selection (IF/ELSE statements) and repetition. <p>Purple Mash Unit 6.6 Networks (3 Lessons)</p> <ul style="list-style-type: none"> • Know the difference between the World Wide Web and the Internet. • Know what a WAN and LAN is and the key differences between them. • Know how a school network accesses the Internet. • Know the history of the Internet. • Know some of the major changes in technology which have taken place in their lifetime. <p>Purple Mash Unit 6.8 Understanding Binary (4 Lessons)</p> <ul style="list-style-type: none"> • Know that all data in a computer is saved in the computer memory in a binary format. • Know that binary uses only the integers 0 and 1. • Know that we can relate 0 as an 'off' switch and 1 to an 'on' switch. • Know how to count up from 0 in binary using visual aids if required. • Know that bits are related to computer storage. | <ul style="list-style-type: none"> • Know about different question types within quizzing software tools such as 2Quiz. • Know how to give and respond to feedback based on quizzes made. • Know how to create their own grammar games. • Know how to use multiple pieces of software to enhance a quiz. For example, creating a quiz that requires children to look up information on a database. <p>Purple Mash Unit 6.9 Spreadsheets with Excel or Google Sheets (8 Lessons)</p> <p>CCL – Enterprise?</p> <ul style="list-style-type: none"> • Know the uses of spreadsheets and familiar with the spreadsheet environment. • Know how to navigate around a spreadsheet using cell references. • Know key vocabulary: Cells, columns, rows, cell names, sheets, workbooks. • Know how to use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae. • Know how to use the series fill function. • Know that using formulae allows the data to change and the calculations to update automatically. • Know how to use a spreadsheet to solve a problem. • Know how to use the SUM function. • Know how to manipulate the way data is presented. For example, flash fill, convert text to tables, splitting cells, sorting data. • Know what is meant by a delimiter. • Know how to create formulae that deals with percentages, averages, max and min. |
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| | <ul style="list-style-type: none"> • Know the effects on individual health when having too much screen time. <p>Purple Mash Unit 6.4 Blogging (4 Lessons)</p> <ul style="list-style-type: none"> • Know the purpose of writing a blog. • Know the features of successful blog writing. • Know how to plan a blog. • Know how to write a blog. • Know how to write a blog post. • Know that the way information is presented within a blog has an impact upon the audience. • Know how to contribute to others' blogs. • Know the importance of having an approval process when creating blog content or modifying it. • Know from Online Safety knowledge that content within blogs applies. For example, children know the issues surrounding inappropriate posts and cyberbullying. | <ul style="list-style-type: none"> • Know how to convert numbers to binary using the division by two method. • Know how to use a converter tool to check binary conversions. | <ul style="list-style-type: none"> • Know what range notation is. • Know that there are ways to present data graphically. • Know how to use charting features to create charts from data in cells. • Know how to use sparklines and data bars to illustrate data. • Know the advantages to using formulae when data is subject to change in a spreadsheet. • Know how to print spreadsheets. | | |
| Art | Skills and knowledge repeated throughout the year: | | | | |
| | <p>YEAR 6-DRAWING Make my voice heard</p> <p><u>Substantive Practical</u></p> <p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message.</p> <p>They begin to understand how artists use imagery and</p> | | Still in Development | Still in Development | |

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| | <p>symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p> <p>In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:</p> <ul style="list-style-type: none">• Methods and techniques• Media and materials• Formal elements: Line, tone, shape, colour, form, pattern, texture. <p>In the Kapow Primary curriculum, this knowledge largely links to the Making Skills strand.</p> <p><u>Substantive Theoretical</u></p> <p>Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Making choices about style and materials based on research and experiences.</p> | | | | |
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| | <p>Working in a sustained way over several sessions to complete a piece.</p> <p>Analysing and describing the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Developing personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work.</p> <p>Giving reasoned evaluations of their own and other's work which takes account of context and intention.</p> <p>Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | | | | |
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| | <p>They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.</p> | | | | |
| <p>DT</p> | <p>Skills and knowledge repeated throughout the year:</p> <p>Design: Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through talking and drawings.</p> | | | | |
| | | <p>Electrical Board Game</p> <p><u>Substantive</u></p> <p>Know how to use any tool correctly and safely.</p> <p>Confidently select appropriate tools, materials, components and techniques and use them efficiently.</p> <p>Make modifications go along and explain their reasons.</p> <p>Understand and use electrical systems in their products (for example, series circuits, incorporating switches, bulbs, buzzers and motors).</p> <p>Construct products using permanent joining techniques.</p> | <p>Cooking and Nutrition</p> <p><u>Substantive</u></p> <p>Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, mixing, spreading, kneading, decorating and baking.</p> <p>Carry out finishing techniques that have been modelled by the teacher.</p> <p><u>Disciplinary</u></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | | <p>Mechanical Systems</p> <p><u>Substantive</u></p> <p>Know how to use any tool correctly and safely.</p> <p>Confidently select appropriate tools, materials, components and techniques and use them efficiently.</p> <p>Make modifications go along and explain their reasons.</p> <p>Construct products using permanent joining techniques.</p> <p>Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment including ICT.</p> <p><u>Disciplinary</u></p> <p>Understand and use mechanical systems in</p> |

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| | | <p>Disciplinary</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use electrical systems in their products (for example, series circuits, incorporating switches, bulbs, buzzers and motors).</p> | | | <p>their products (for example, gears, pulleys, cams, levers and linkages).</p> |
| Music | <p>Knowledge and skills throughout the year:</p> <p>Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Listening Justify a personal opinion with reference to Musical Elements. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Singing Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Sing in parts.</p> <p>Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Improvising Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Composing Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Performing Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> | | | | |
| | | <p>Being Happy</p> <p><u>Sing</u></p> | | <p>Jazz, Improvisation and Composition</p> <p><u>Sing</u></p> | <p>Music</p> |

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| | | <ul style="list-style-type: none"> In two parts <p><u>Play – using Glocks and/or recorders.</u></p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time as part of the performance. The easy part A + G by ear and from notation. The medium part A, G + B by ear and from notation. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <p><u>Compose</u></p> <ul style="list-style-type: none"> A simple melody using simple rhythms and use as part of a performance. | | <ul style="list-style-type: none"> In two parts <p><u>Play – using Glocks and/or recorders.</u></p> <ul style="list-style-type: none"> Play instrumental parts accurately and in time as part of the performance. The easy part A + G by ear and from notation. The medium part A, G + B by ear and from notation. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. <p><u>Compose</u></p> <ul style="list-style-type: none"> A simple melody using simple rhythms and use as part of a performance. | | |
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| | | • Using the notes: G, A, B, D + E | | • Using the notes: G, A, B, D + E | | |
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| Rights Respecting | <p>What are rights? What is the Convention on the Rights of the Child?</p> <p>ABCDE of Rights & Foundation Articles</p> <p>Article 8 (protection and preservation of identity) Governments must respect and protect every child's right to a name, a nationality and family ties.</p> <p>Article 12 (respect for the views of the child) Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 42 (knowledge of rights) Governments should make the Convention known to children and adults.</p> <p>Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life.</p> | <p>Article 31 (leisure, play and culture)</p> <p>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 27 (adequate standard of living)</p> <p>Every child has the right to a standard of living that is good enough to meet their physical, social needs and mental needs. Governments must help families who cannot afford to provide this.</p> <p>Article 23 (children with a disability)</p> <p>A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments</p> | <p>Article 7 (birth registration, name, nationality, care)</p> <p>Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 (war and armed conflicts)</p> <p>Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in</p> | <p>Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> <p>Article 13 (freedom of expression)</p> <p>Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> | <p>Article 40 (juvenile justice)</p> <p>A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age and situation. The child's privacy must be respected at all times.</p> <p>Article 6 (life, survival and development)</p> <p>Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p> <p>Article 17 (access to information from the media)</p> <p>Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p> | <p>Article 15 (freedom of association)</p> <p>Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights.</p> <p>Article 24 (health and health services)</p> <p>Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 32 (child labour)</p> <p>Governments must protect children from work that is dangerous or might harm their</p> |

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| | | <p>must do all they can to provide support to disabled children.</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> | <p>war or join the armed forces.</p> <p>Article 29 (goals of education)</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Article 28 (right to education)</p> <p>Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p> | | | <p>health, development or education.</p> |
| French | <p>Les Vêtements (Clothes)</p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> Improve their French pronunciation. | | <p>À l'école (At School)</p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> Accurately pronounce the vocabulary for school subjects. | | | <p>Moi dans le Monde (Me in the World)</p> <p><u>Substantive</u></p> <ul style="list-style-type: none"> Name at least four countries (excluding France) that have |

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| | <ul style="list-style-type: none"> Read with improved accuracy. Accurately pronounce the items of clothing vocabulary. Accurately spell most of the items of clothing. Identify what I wear in different situations. Describe my clothes. Demonstrate their knowledge through the completion of a speaking, listening, reading and writing exercise. <p>Disciplinary</p> <ul style="list-style-type: none"> How to pronounce the fourth set of sounds/phonemes. <p>/qu/ /gne/ /ç/ /en/ /an/</p> <ul style="list-style-type: none"> How to pronounce words containing /é/ /e/ /eau/ and silent letters. <p>é: écharpe</p> <p>e: chemise</p> <p>eau: manteau</p> <p>silent letters: gants/portent</p> <ul style="list-style-type: none"> The singular indefinite article of a noun tells us its gender (un/une). | | <ul style="list-style-type: none"> Identify the subjects they like/dislike and share with others. Explain why they like/dislike certain subjects. Tell the time (on the hour) in French. <p>Disciplinary</p> <ul style="list-style-type: none"> How to pronounce words containing: qu, ç, gne, en, an. <p>qu: informatique/musique</p> <p>ç: français</p> <p>an: anglais, français, amusant, intéressant</p> <p>en: sciences</p> <p>silent letters: aimes/ennuyeux</p> <ul style="list-style-type: none"> Revise the use of le, la, l' and les. Understand how to conjugate the high-frequency, irregular verb aller (to go) Apply the vocabulary learnt when listening to others discuss school. | | | <p>French as their official language.</p> <ul style="list-style-type: none"> Locate some French speaking countries on a map. Name and provide facts about two celebrations in French speaking countries. Identify at least two things they will do to help protect the planet. <p>Disciplinary</p> <p>How to pronounce words containing: qu, ç, an, en and silent letters.</p> <ul style="list-style-type: none"> qu: plastique ç: français an: franc en: environnement silent letters: Paris/ trouvent <p>First person conjugation of high frequency verbs:</p> <ul style="list-style-type: none"> je m'appelle (from s'appeler – to be called) j'ai (from avoir – to have) |
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| | <ul style="list-style-type: none">• Adjectives must agree with the gender of the noun (masculine, feminine, plural).• Possessive pronouns must agree with the gender and quantity of the noun (mon/ma/mes). <p>Accurately apply the indefinite article before nouns.</p> <p>Accurately apply possessive pronouns before nouns.</p> <p>Accurately apply adjectives to describe nouns.</p> | | <ul style="list-style-type: none">• Apply the vocabulary learnt when writing about school. | | | <ul style="list-style-type: none">• j'habite (from habiter – to live)• je parle (from parler – to speak)• je vais (from aller – to go) |
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