Year Six Curriculum Plan
2017 – 2018

	Autumn Term	Spring Term	Summer Term
Topic(s)	Survival of the Fittest	Shhh, listen to the Moon	A very froggy expedition!
Speaking & Listening	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates	• gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

Reading	• maintain positive attitudes to reading and an understanding of what they read by:
	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	• reading books that are structured in different ways and reading for a range of purposes
	• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	• recommending books that they have read to their peers, giving reasons for their choices
	• identifying and discussing themes and conventions in and across a wide range of writing
	• making comparisons within and across books
	• learning a wider range of poetry by heart
	• preparing 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
	• understand what they read by:
	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	• asking questions to improve their understanding
	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	• predicting what might happen from details stated and implied
	• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
	• identifying 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
	• retrieve, record and present 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 challenging views courteously
	• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	• provide reasoned justifications for their views

Writing	Literacy and Language Unit 3: Brashem's Tortoise Exotic Animals Literacy and Language Unit 4: Gone away! Alexander Selkirk Biography Castaway Robinson Crusoe	Listen to the Moon: Michael Morpurgo Literacy and Language Unit 1: Robin Hood and The Golden Arrow The Sherwood Bugle Good day! TV Interview Literacy and Language Unit 6: I believe in Unicorns How does a story become a Manga graphic novel?	Literacy and Language Unit 2: Rabbit in Mixer Survives Should humans really rule the earth? Animals rule . . . but which one? Literacy and Language Unit 5: The Elephant in the Room Tuesday – a wordless picture book about flying frogs.

Big Maths (mental maths)	Revision of key number facts and gap teaching to the needs of the pupils.		Revision of key number facts and gap teaching to the needs of the pupils.		Revision of key number facts and gap teaching to the needs of the pupils.
Maths including reasoning	Reasoning, Puzzles and problem solving throughout. Number and place value Addition and subtraction Multiplication and division Fractions, decimals and percentages Algebra – basic formula linked to geometry objectives Geometry – 2D Shape Statistics Ratio and proportion Measurement - Time		Reasoning, Puzzles and problem solving throughout at a greater depth Addiition and Subtraction Multiplication and Division Decimals Perimeters and Area Length, mass volume and capacity (conversions) Revision Angles		Reasoning, Puzzles and problem solving throughout. Addition and Subtraction Multiplication and division Ratio and proportion Algebra Carrying out a survey Fractions Extended problem solving
Science	Evolution and Inheritance • 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	Animals, including Humans • 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 their bodies function • describe the ways in which nutrients and water are transported within animals, including humans	Electricity • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram	Light • 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 • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Living things and their habitats • 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 • give reasons for classifying plants and animals based on specific characteristics

	adaptation may lead to evolution					
Computing	Programming Unit name: • We are adventure gamers Summary: • Making a text based adventure game Hardware/Software: • Python Pythonista	Communication & Collaboration Unit name: • We are travel writers Summary: • Using media and mapping to document a trip Hardware/Software: • Google maps/Google Earth Moviemaker	Creativity Unit name: • We are advertisers Summary: • Creating a short television advert Hardware/Software: • Movie maker iMovie	Networks Unit name: • We are network engineers Summary: • Exploring computer networks using the internet Hardware/Software: • command prompt open visual traceroute	Productivity: Creating a Year Book Unit name: • We are publishers Summary: • Creating a year book Hardware/Software: • Publisher • iBook Author Book Creator	Computational thinking Unit name: • We are computational thinkers Summary: • Mastering algorithms for searching, sorting and maths Hardware/Software: • Scratch/Pyonkee Unplugged resources
RE	• Understand the significance of key writings and teachings for the followers of religious and non-religious worldviews. • Understand the significance of worship, rituals and values for the followers of religious and non-religious worldviews and make comparisons between the religions and beliefs studied.		• Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning. • Formulate questions on their own and others' experiences and suggest some possible responses.		• Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses. • Discuss moral questions, recognising that there are different views to be considered.	

Art / DT	Line and Shape: • To draw using a range of media To look closely during observational drawing. Form: • To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials . • To select and apply collage techniques appropriately to satisfy artistic expression.	Pattern: • Weave a background and embellish with collage and or stitching. • To use a combination of all printing techniques to create a design . To use increasing skill to create more intricate blocks. Look at printing in art work. Use as inspiration to make print block (relief)	Line and Shape: • To be able to demonstrate the illusion of depth using line, tone and hatching. • To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill. Colour and tone: To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects.		Combining taught skills for artist based study pieces, with children choosing artists of focus for themselves (from a carefully vetted selection).
History / Geography	Waterton • a depth study linked to one of the British areas of study listed above • changes in an aspect of social history, such as crime and punishment • a significant turning point in British history	Mayans • use maps, atlases, globes and digital/compute r mapping • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Bolling Hall A local history study: • a depth study linked to one of the British areas of study listed abovea study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality		• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans. • understand geographical similarities and differences through the study of human and physical geography and a region of the United Kingdom • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	South America – Brazil • understand geographical similarities and differences through the study of human and physical geography and a region in North or South America • physical geography, including: climate zones, biomes and vegetation belts • human geography, including: types of settlement and land use, economic activity including trade links		History of Bradford		

Music	Songs related to the topic Harvest/Christmas performance	Songs linked to the maths and English learning.	Body percussion Natural compositions
PE	**Dance:** I can develop imaginative dances in a specific style. I can choose my own music, style and dance. **Games:** I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. FOCUS: Rounders, cricket, basketball, volleyball	**Gymnastics:** I can combine my own work with that of others. I can link my sequences to specific timings. **Outdoor and adventurous:** I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger. (Pupils attend residential in spring term.)	**Athletics:** I can demonstrate stamina. **I can use my skills in different situations.** **Healthy Lifestyle:** I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise. I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.
PSE	Jigsaw Unit 1: Being me in my world Jigsaw unit 2: Celebrating Difference	Jigsaw Unit 3: Dreams and Goals Jigsaw Unit 4: Healthy Me	Jigsaw Unit 5: Relationships Jigsaw Unit 6: Changing Me
French	Consolidation of Year 5	**Expressing opinions** J'aime – I like J'adore – I love Je n'aime pas – I don't like Je deteste – I hate C'est super – It's great C'est Joli – It's pretty C'est moche – It's horrible C'est laid – It's ugly.	**Basic prepositions of place** Sur – on Sous - under **Classroom objects** Un stylo – a pen Un crayon – a pencil Une gomme – a rubber **Clothes, Ways of Travelling, The home, Occupations**
Visit(s)	Museum workshops Yorkshire Sculpture Park	Bolling Hall Visit Sherwood Forest/Residential	Tropical World / BHS Gardens