

<b>Year 6 Curriculum</b>						
Learning Updates detail the learning and enrichment activities that have taken place in class each week. The teaching of reading and writing in English will be focussed around enhancing knowledge of the text type, school value, the thread, or the topic.						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Thread</b>	<b>Leaders Through Time</b>	<b>Changing communities</b>	<b>Ethics and Citizenship</b>	<b>Leaders through time</b>	<b>Ethics and Citizenship</b>	<b>Changing communities</b>
<b>School Value</b>	<b>Individuality</b>	<b>Community</b>	<b>Responsibility</b>	<b>Individuality</b>	<b>Responsibility</b>	<b>Community</b>
<b>English</b>	<p><b>Free verse-the poetry of pity</b> Consider the propaganda and impact of community pressure on conscription &amp; create own poems, focusing on figurative language</p> <p><b>Letters-</b> Compose personal letters, writing in role as a character</p>	<p><b>Narrative-Flashbacks using digital literacy:</b> Examine the structure of flashback stories, creating a plausible and realistic 'thread'. Use language to show events &amp; emotions, rather than tell.</p> <p><b>Poetry-Free Verse-The Power of Imagery</b></p>	<p><b>Narrative-Gothic Horror-Frankenstein</b> Explore a text in detail, focusing on the use of foreshadowing to build and create tension. Write in the style of the author to create own plot.</p> <p><b>Narrative-short stories</b>-building suspense through structure, language choices and foreshadowing</p>	<p><b>Narrative-Plays Macbeth</b>-explore characterisation in a play, exploring terms such as soliloquy and dramatic irony and how these are used to move a plot forward.</p> <p><b>Newspapers-</b> Compare &amp; contrast the difference between neutral and biased reporting. Use examples of formal and informal language in a text to give a 'real-life' element to the text, thereby making it more plausible.</p>	<p><b>Narrative-Novels as a theme (Chinese Cinderella)</b> Explore theme developed in a novel. Examine use of characterization to enable the author to develop the theme.</p> <p><b>Diary entries-</b> Compose diary entries in role to reflect the internal conflict felt by the characters.</p>	<p><b>Discussion Texts</b> Participating in discussions, acknowledging the views of others with courtesy and constructivism. Writing formally for a chosen audience, examining two sides of a discussion, using appropriate register, tone and structure.</p> <p><b>Recap letters</b></p>
<b>Maths</b>	See NC links for each year group's objectives.					
<b>RE (A)</b>	<p><b>Christianity</b> How do Christians show their belief that Jesus is God incarnate?</p>	<p><b>Islam</b> What does the Qur'an reveal about Allah and his guidance?</p>	<p><b>Hinduism</b> How do questions about Brahman and atman influence the way a Hindu lives?</p>	<p><b>Judaism</b> What is holiness for Jewish people: a place, a time, an object or something else?</p>	<p><b>Christianity</b> What is the great significance of the Eucharist for Christians?</p>	<p><b>Buddhism</b> How did Buddha teach his followers to find enlightenment?</p>
<b>RE (B)</b>	<p><b>Christianity</b> Why is the gospel such good news for Christians?</p>	<p><b>Islam</b> How does tawhid create a sense of belonging to the</p>	<p><b>Hinduism</b> What spiritual pathways to Moksha are written about in Hindu Scripture?</p>	<p><b>Buddhism</b> How does the Triple Refuge help Buddhists in their journey through life?</p>	<p><b>Christianity</b> Should believing in the resurrection change how Christians view life and death?</p>	<p><b>Humanism</b> Why do Humanists say happiness is the goal of life?</p>
<b>Science</b>	Light: The anatomy of the eye. Introduce the phenomena of light, including how light travels, is reflected and refracted and how light and images are processed by the eye.	Electricity-advanced circuits, making a simple motor, using neodymium magnets.	Living things and their classification Using branching diagrams to classify animals. Looking at systems of classification. Evolution, change, inheritance and adaptation.	The body, including learning about the structure and purpose of the skeleton; the circulatory system, including the heart, blood & vessels, diet & nutrient distribution.	Developing investigative skills and presenting experiments, focusing on precision and accuracy of recording experiments.	

<p><b>History</b></p>	<p>A significant turning point in British history  <u>How did WW1 change the European community?</u>  <i>Focus on why empire building was so important to some leaders; why some leaders were compelled to get involved and how did the involvement of some leaders affect the course of the war</i></p>	<p>A significant turning point in British history  <u>What role did the British leaders have in WW2?</u>  <i>Who were the British political and military leaders? How did leaders of the country win and lose support of the people? How did leaders help to win the Battle of Britain?</i></p>		<p>Changing powers of monarchs  <u>How and why did Henry VIII change the church in England?</u>  <i>Focusing on why the people in Europe felt that the Catholic Church needed to change; how and why Henry Viii established the Church of England; how changes in Europe and Henry VIII's desire for an heir changed the powers of religious leaders and monarchs.</i></p>		
<p><b>Geography</b></p>	<p><b>Locational knowledge</b>  Locating countries of Europe and how boundaries have changed</p>	<p><b>Name and locate counties and cities</b>  Why were children evacuated to certain parts of the country.</p>	<p>Human and physical characteristics of coastal areas, including land use and economic activity  <u>Should the coastline be allowed to change naturally, or should we try to protect it?</u>  <i>Focusing on what are coasts and why are they important; how waves and coastal erosion change beaches, in particular ones local to us and why coastal defences are used to protect some communities and not others</i></p>		<p>Locational knowledge  Locating Brazil and its environmental regions  <u>Why is there environmental pain for financial gain in the rainforest?</u>  <i>Focusing on where Brazil is; the different ecosystems, including rainforests and why they are of such great importance. What economic push and pull factors are in Brazil and how the resources and of the Amazon and its people are being depleted.</i></p>	<p>Locational knowledge &amp; human and physical geography-key physical characteristics; latitude, longitude; climate zones and biomes; land use;  <u>How is modern invasion changing deserts?</u>  <i>Focusing on why hot deserts are located where they are; what the challenges are in the desert habitat; how Death Valley is changing as a result of increasing urbanisation &amp; tourism and how global warming is affecting change in the deserts.</i></p>
<p><b>PSHE</b></p>	<p>Mental health and emotional wellbeing – <b>Healthy Minds</b>  What mental health is  What can affect mental health and some ways of dealing with this  Some everyday ways to look after mental health  The stigma and discrimination that can surround mental health</p>	<p><u>Core theme:</u> Drug, alcohol and tobacco education – <b>Weighing up risk</b>  The risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs  Assessing the level of risk in different situations involving drug use  Ways to manage risk in situations involving drug use</p>	<p>Identity, society and equality – <b>Human Rights</b>  The experience of refugee  Human rights and the UN Convention on the Rights of the Child  Homelessness</p>	<p>Keeping safe and managing risk – <b>Out and About</b>  Feelings of being out and about in the local area with increasing independence  Recognising and responding to peer pressure  The consequences of anti-social behaviour (including gangs and gang related behaviour)</p>		<p>Sex and relationship education – <b>Healthy relationships / How a baby is made</b></p>

<b>Computing</b>	<b>Micro bit Broadcast</b> Using the Microbit to broadcast and send messages.	<b>Bletchley Park 1</b> Kapow Unit- Secret codes and hacking to make passwords more secure.	<b>Excel &amp; analysing</b> A unit focusing on sorting and analysing data.	<b>Scratch: Falling Game</b> Using sensing blocks that interact.	<b>Big Data 1 Kapow unit-</b> Exploring how data is collected and stored- QR and barcodes.	<b>Networks Revisited</b> Pupils become a live network & send and receive data using IP addresses etc.
<b>Online Safety</b>	<b>Privacy &amp; Security:</b> How might spies and codebreakers have used modern technology to deceive people to gain information? I can explain that others online can pretend to be me or other people, including my friends.	<b>Managing Online information:</b> How would propaganda imagery about the war be promoted now? Would people believe its messages as readily? I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. I can identify, flag and report inappropriate content.	<b>Copyright and Ownership</b> Why might information about the environment be in the public domain? Which information might be owned by certain stakeholders (National Trust etc...)? I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.	<b>Online Reputation:</b> How might an emperor have created an online profile to promote themselves to his people? I can explain how I am developing an online reputation which will allow other people to form an opinion of me.	<b>Online Relationships</b> How could you affect change through an online forum when campaigning about deforestation? I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	<b>Privacy and Security:</b> If you were out in Death Valley, why might you want to use a geolocation feature? Is this the only instance? I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
<b>Music</b>	Archie Dobson's War (BBC Schools Radio). Class singing skills, language and rhythm activities reflecting on the history and background to WW1.	Sounds of the Blitz. Compose and perform soundscapes of the Blitz in groups and produce corresponding graphic scores.	Benjamin Britten (local composer). Learn about the opera 'Peter Grimes', compose and perform 'Storm' interludes using body and voice, with graphic scores. Class singing of 'Songs from Friday afternoons.'	'Believer', Imagine Dragons. Digital music. Familiarise with song through class singing. Explore meaning – strength through pain/difficulty. Learn to play on Garage Band (iPad).	Music and Identity Aims to embed the role of women in music into the thinking of children and young people of all genders.	Musical Theatre styles, as well as rehearsing songs and choreography for end of year performance.
<b>French</b>	Tout sur moi (all about me). Describe myself and parts of the body.	Au restaurant. Using food vocabulary and knowledge of money and time to explore restaurants, cafes, ordering and paying for food.	Chez moi (my home). Learning and describing areas of homes in detail, developing sentence structure and length.	Aux magasins (shopping), with focus on clothing, colour and key phrases (prepositional) for shopping, including money.	Les métiers (jobs). Exploring the world of work, the qualities needed for certain jobs and what we might like to be – conjugation the verb être.	En vacances (holidays). Explore destinations around the world and holiday activities, using present and future tenses.
<b>Art and Design</b>	Design, drawing, craft and painting appreciation		Introduce the voice and messages in art, Make my voice heard.		Portraits-Introduce photography and montage	
<b>DT</b>		Electrical systems- introduce steady hand games.		Food-introduce menus and come dine with me.		Introduce stitches and design for a waistcoat
<b>PE</b>	Basketball & Tag Rugby	Gymnastics & Football	Dance & Health and Fitness	Netball & Hockey	Cricket & Rounders	Tennis & Athletics