







“Everyone valued, everyone challenged, everyone achieving.”

YEAR 6 CURRICULUM						
DRIVERS	WELLBEING	COMMUNICATION	POSSIBILITIES	CULTURE	ENTERPRISE	
BIG IDEAS	IDENTITY Identity is who you are. The identity of a person or place is the characteristics that they have that distinguish them from others. Erasmus project - Unblocking Limits Together.	DIVERSITY Diversity is how people, places or things are different from each other. The diversity of something is the fact that it contains many different elements. Erasmus project - Unblocking Limits Together.	SPACE TIME Space and time are interlinked and connect everything that is in our past, present and future world, universe or creation.	TECHNOLOGY Technology describes the methods, systems and inventions of solving problems using scientific knowledge	INTERDEPENDENCE Interdependence describes how living things and non-living things relate to and depend on one another.	SUSTAINABILITY Sustainability means taking care of our planet and using its natural resources in a way that protects the future.
THEMES	FAIR'S FAIR What is democracy? Where is it practiced? When or how often is it practiced? Who decides what is right and wrong at home, in school, in our neighbourhood and in the UK? How are pupils involved in making decisions within the family, school and wider world? Fairness. Being treated fairly in all settings and by everyone is the ideal; but not everybody is treated fairly. How does it feel to be treated unfairly and or discriminated against? What will ensure that everyone is treated fairly? How would society function without a fair justice system? Why are morals important? What can we learn from different faiths? An exploration of different situations - past and present - when some people were unfairly treated. For example Nelson Mandela and black people in the world (BLM); the origins and impact of democracy on modern society, including trade, British Values, and understanding the responsibilities every individual has to make the world a fairer place to live in. Every child is a product of an environment.		SURVIVOR Who are the survivors? What are their stories? What can be learnt from these? Why is survival important? How do our instincts help us survive? An exploration of real life and fictional survival stories and what can be learnt from the lives of Nelson Mandela, Martin Luther King, Mahatma Gandhi, Maya Angelou, John Lewis, the Pig Boy and Stanley Yelnats, the main protagonist in the story, Holes. All of these survivors exemplify the virtues of resilience, determination, the desire to effect positive change, dignity, the joy of life and living, the importance of being hopeful and persevering in adversity to overcome whatever life throws at you. We will look at the origin, reason and the process of slavery, the BLM movement, injustice, discrimination, resilience leading to survival, colonialism and the exploitation and benefits associated with colonialism, the Commonwealth and the composition of the United Kingdom and British Values		MADE OF MORE What is happening next in your life's journey? Who and what inspires you? What are your goals? How can you achieve these? What does it take to be successful? How can you overcome obstacles? What do we mean when we say the 'The Sky is Your Limit'? An exploration of human endeavour, the different professions and the impact of inspirational role models including parents, family, teachers and others on future success. What ideas, values and strategies can be learnt from them to adapt to this important time of change, opportunity and growth?	

EVENTS	National Poetry Day Black History Month October National Anti-Bullying Week Remembrance Day Erasmus project - Unblocking Limits Together.		Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity) World Book Day World Poetry Day National Science & Engineering Week		World Earth Day 22.4.21 World Environment Day 5.6.21 Children's Book Week 3.5.21 World Refugee Day 20.6.21	
ENRICHMENT	Fairplay House Residential, Junior Citizens		Natural History Museum - extreme weather		Southend - post-war leisure and entertainment	
ENGLISH Author Focus Onjali Rauf    	Basic Skills (2 weeks)	Fiction: (Diary Entry) Wonder (2 weeks)	Fiction: (2 weeks) (Informal diary) Pig Heart Boy	Non-fiction: (1 week) (Recount) Theatre DNA/Inspirational People Steven Hawking	Fiction: Narrative (Creative writing - horror) Frankenstein (2 weeks)	Non-Fiction: (Testimonial) <i>(links to PSHE/British Values Refugee week)</i> The Boy at the back of the Class
	Fiction: Narrative (Greek myth/quest story) Who Let the Gods Out? (2 weeks) Assessment Week - narrative	Poetry: (Poetry from other cultures) Give the Ball to the Poet (1 week) Non-fiction: (Explanation text) Chocolate (2 weeks including writing assessment Assessment Week)	Non-fiction: (2 weeks) (Newspaper Report) Pig Heart Boy Assessment Week	Fiction: (2 weeks) (Write a chapter) Holes	Non - Fiction (Biography) Proposed text Malala's Magic Pencil 1 week)	Transition Units Character Analysis Shakespeare Fiction: Play scripts Performance
	Non Fiction: (Biography of Maya Angelou) (1 week) Poetry: (The power of imagery) Maya Angelou (1 weeks)	Fiction: (Modern retelling/ extended writing) Charles Dickens' 'A Christmas Carol' (2 weeks) Assessment Week	Non-Fiction: 1 week (Explanation text) What causes an earthquake? (extreme weather conditions)	Shakespeare week: (Narrative) Hamlet (1 week) Poetry - Sonnet (1 week) Assessment Week	Poetry: When I Get Older - The Story Behind Wavin' Flag SATS	

	Non Fiction: (Persuasive Writing) Balanced argument School Uniform/ speechwriting					
GUIDED READING Take One Book	Empire’s End	A Story Like the Wind	The Origin of the Species	Beowulf	The Savage	Transition Texts
MATHS	MNP Chapter 1 (2 weeks) Number and Place Value: Numbers to 10 Million Chapter 2 (4 weeks) Calculations: Four Operations on Whole Numbers Chapter 3 (1 week) Fractions	Chapter 3 (2 weeks) Fractions Chapter 4 (3 weeks) Decimals Chapter 5 (1 week) Measurements Chapter 6 (1 week) Word Problems	Chapter 7 (1 week) Percentages Chapter 8 (2 weeks) Ratio Chapter 9 (2 weeks) Algebra Chapter 10 (1 week) Area and Perimeter	Chapter 11 (1 week) Volume Chapter 12 (2 weeks) Geometry Chapter 13 (1 week) Position and Movement Chapter 14 (1 week) Graphs and Averages	Problem solving- Investigations	Transition Unit 1 (2 weeks) Transition Unit 2 (2 weeks) Problem solving- Investigations (2 weeks)
HISTORY	Ancient Greece - Democracy, Rule of Law, Justice, Freedom, Crime and Punishment What was Democracy like over 2400 years ago in ancient Athens? https://www.twinkl.co.uk/resource/tp2-h-004-planit-history-ks2-ancient-greece-lesson-2-ancient-greek-democracy-lesson-pack https://www.tes.com/teaching-resource/ancient-greece-democracy-v-modern-day-11916830 <ul style="list-style-type: none">the political system in Ancient Greecethe legacy of Athenian democracycomparison with political systems todayorigins of citizenship and human rights	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <ul style="list-style-type: none">Viking raids and invasionresistance by Alfred the Great and Athelstan, first King of Englandfurther Viking invasion and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066	Leisure and Entertainment - How the way people in Britain spend their leisure time changed during the 20th and 21st centuries <ul style="list-style-type: none">Edwardians - leisure time for working familiesWartime - pre and post war era of leisure and entertainment, WWII PropagandaLondon Olympics 1948, Festival of BritainModern era - UK today - Music and technology, Film and television and Gaming can be looked into as types of leisure and entertainment throughout the ages into the modern era.			
GEOGRAPHY	Fair Trade/Chocolate Social Justice https://www.twinkl.co.uk/resource/tp2-g-162-planit-geography-year-6-trade-and-economics-unit-pack https://p.lanbee.com/products/what-is-fair-trade https://www.twinkl.co.uk/resource/t-t-18574-fairtrade-activity-pack Where does chocolate come from ? What is fair-trade ?	Extreme Weather and Climate Zones What is considered extreme weather? What causes extreme weather? What geographical factors are involved? <ul style="list-style-type: none">Physical geography, including: climate zones and biomesIdentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	Our European Neighbours France/UK Comparing two European countries. <ul style="list-style-type: none">Europe/UK Comparison (France) link with ErasmusEuropean inspirational role modelsWhat ideas and values can be learned from our European neighbours?			

	<ul style="list-style-type: none">• The hard work involved in growing cocoa• The links we have with the farmers and producers who grow the food we eat• The concept of a supply chain• The role of consumers and the impact that their choices can have on producers• Living income and gender empowerment	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	<ul style="list-style-type: none">• Map work - comparisons of culture on weather latitude/longitude, biomes, GMT time zones, south of France climate and vineyards compared to UK climate and produce created here.	
SCIENCE	Working Scientifically <ul style="list-style-type: none">• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision and better identifying where repeat readings are required.• Recording data and results of increasing complexity and identifying independently how best to represent their data using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.• Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and thinking critically to determine a degree of trust in their results.• Identifying scientific evidence that has been used to support or refute ideas or arguments and sourcing this information more independently using secondary sources.• Pupils are taught to be increasingly critical of their findings and to appraise their methods to find ways to improve their scientific method.			
	Animals including humans William Beaumont <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 their bodies function• Describe the ways in which nutrients and water are transported within animals, including humans	All Living Things - classification Rosalind Franklin <ul style="list-style-type: none">• 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• Give reasons for classifying plants and animals based on specific characteristics	Light Ibn al-Haytham <ul style="list-style-type: none">• 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.	Electricity Benjamin Franklin <ul style="list-style-type: none">• 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.

RE	<p>Christianity</p> <p>How is art important in Christianity?</p> <p>Focus on how art and drama can be used to express acts of faith, experiencing how certain art forms can be used to express feelings, emotions and thoughts in religious aspects.</p>	<p>Multi Faith</p> <p>What qualities are important to religious leaders?</p> <p>Explore the role of at least three different religious leaders in the local community, understanding the similarities and differences of each.</p>	<p>Multi Faith</p> <p>How do different religions and worldviews create celebrations?</p> <p>To think philosophically and sociologically of human inner desire to celebrate in different religions.</p>	<p>Christianity</p> <p>What are the sources of the story about what happened on the first Easter Sunday?</p> <p>The focus on different accounts of the resurrection stories found in the New Testament, Jesus’ ascension, the Holy Spirit and the beginnings of the early church.</p>	<p>Multi Faith</p> <p>What do people believe about life after death?</p> <p>The different beliefs about the purpose and end of life, considering the nature of loss, change and death, using P4C for discussions.</p>	<p>Multi Faith</p> <p>What similarities and differences do religions and worldviews share?</p> <p>The similarities and differences within different religions, focusing on concept worship and community and how this can affect human lives.</p>
ART & DESIGN	<p><u>Contemporary Ceramics and Identity</u></p> <p>Grayson Perry [Greek Hydria]</p> <p>How to Make a Pot Like Grayson Perry</p> <p>Grayson Perry: 'Pottery is my gimmick'</p> <p>Grayson Pearson / Greek Vase resources</p> <p>Image Transfer to clay - resource</p> <p>Skills: drawing, tracing/ transfers, clay pot coiling, Medula embellishments, embossing with letter stamps, colour slip</p> <p>Design and make a Greek vase that tells a story</p> <ul style="list-style-type: none">Explore shape of Greek vases and watch ‘How to make a pot like Grayson Perry’ video. Choose a style pot to make (offer x3 styles). Limit on the height 15-20cm. Give out wooden template bases and cut out paper stencil to follow for the shape.Create coil pot using guidelines to make correct shape.Finish pot and add neckGrayson Perry appreciation of drawing embellishments. Design ‘identity’ embellishments drawings.Make clay Medulas, letter stamping and add drawing transfers.Add colour slips/ paint.Evaluation		<p><u>Street Art - Demo March</u></p> <p><u>Banksy</u></p> <p>Rights of Children Demonstration</p> <p>‘Banksy -who sees survival as in the hands of the young.’</p> <p>Banksy Lesson Teaching Resources</p> <p>Jean- Michel Basquiat - Outsider Art/ Neo Expressionism</p> <p>Skills: drawing, design, painting, mixed media collage, stencil/ spray painting, placard and badge making, performance demonstration</p> <ul style="list-style-type: none">Appreciation of graffiti street art - Banksy. Analysis of messages and concepts of demonstration through art. Look at Rights of Children. Decide on the theme of a school class march.Appreciation of Basquiat graffiti paintings, use of motifs, writing, mark making. Design placards for the march in style of either Banksy and/ or Basquiat.Use wooden board for painting placards - Paint, stencils, spray paint, oil pastels, collageDesign and make demonstration badges.Performance March through school and/ or playground with artworks.Evaluation		<p><u>Backdrop, props, costumes etc. for year 6 performance</u></p> <p><u>Lubaina Himid - British Black Art</u></p> <p>Use skills gained throughout their time at school: Designing, drawing, painting, print, collage, 3D construction, textiles.</p> <ul style="list-style-type: none">Explore the roles and purposes of artists and craftspeople and designers working at different times and cultures. Appreciation of Lubaina Himid’s theoretical constructions as inspiration for theatre set pieces.Assign who is going to make which elements - costume/ props/ theatre set, etc. Groups to design their elements and work out what materials required.Start to make elementsCont. FabricationFinish fabrication, add embellishments and details.Evaluation: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	
DT	<p>Pop up book retelling a myth (box/ mouth fold, slider/ lever mechanisms)</p>		<p>Electrical circuit with light- add switch to a circuit (link to Science)</p> <p>Design and make a model /poster that can be lit up from lights from circuit</p>		<p>Backdrop, props, costumes etc. for year 6 performance (Links to Art)</p>	

	<ul style="list-style-type: none">Through the investigate, design, make, evaluate cycle, children will look at existing pop-up books and cards.Using images, models and existing products they will investigate how these are made, looking at the structures and moving parts.Working in groups, they will design their own pop-up books, retelling a Greek myth/ the term's key text/ stories they have written in class.Using their measuring, mark making, cutting and joining skills, they will make a group pop-up book.		<ul style="list-style-type: none">To describe the purpose of their products.To indicate the design features of their products that will appeal to intended usersTo explain how particular parts of their products workTo use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideasaccurately assemble, join and combine materials and componentsTo know how more complex electrical circuits and components can be used to create functional products		Use skills gained throughout their time at school				
COMPUTING	Computing systems and networks - Communication and collaboration	Creating media - Web page creation	Programming A - Variables in games	Data and information - Introduction to spreadsheets	Creating Media - 3D modelling	Programming B - Sensing movement			
MUSIC	Modern Classical Benjamin Britten - The Young Person's Guide to the Orchestra Kapow Unit: Pop Art Pupils explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.		Classical - Romantic Mendelssohn Kapow Unit: Coast - Fingal's Cave Appraising the work of Mendelssohn and further developing improvisation and composition skills.		Popular Music Beatles, Take That, Lukas Graham, S Club 7 Kapow Unit: Composing and Performing a Leavers Song Children spend the topic creating their very own leavers' song personal to their experiences as a class.				
PE	Basketball (Outdoors) Yoga (Indoors)	Tag Rugby (Outdoors) Hockey (Indoors)	Football (Outdoors) Gymnastics (Indoors)	Tennis (Outdoors) Badminton (Indoors)	Rounders (Outdoors) Athletics (Indoors)	Athletics (Outdoors) Athletics (Indoors)			
PSHCE	Healthy lifestyles	Growing & Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Differences	Rights and Responsibilities	Environment	Money
French	<ul style="list-style-type: none">Numbers 60-100Further verbsUnderstand main points in a short written passageLearn a poemNaming school subjectsGive opinionsCreating complex sentences using models/ memoryPhonicsLearn a poemTo learn how to tell the time		<ul style="list-style-type: none">Verb etre (to be)Respond to mental arithmetic questionsAsk and respond to questionsUse negative sentence structureRespond to dictationDescribe self and othersLearn a poemRelative pronounsNaming and giving opinions about food (healthy/ unhealthy)Phonics		<ul style="list-style-type: none">Recognise and use some adverbs of timeDescribe items of clothingUse a dictionary to select vocabulary for written sentencesLearn a poemName the weather and write a weather reportVerbs in conjugated forms: past, present and futurePhonics				
END OF DAY READING	Archaic The Hobbit	Non-linear sequences The Eye of the North	Narratively Complex 1000 Year Old Boy	Symbolic Text The Lost Thing	Resistant Text The Lie Tree	Class Choice			

	J. R. R. Tolkien	Sinead O'Hart	Ross Welford	Shaun Tan	Frances Hardinge	
	Oliver Twist Charles Dickens	The Infinite Lives of Maisie Day Christopher Edge	War Horse Michael Morpurgo	Skellig David Almond	A Monster Call Patrick Ness	
	A Tragic Story (poem) William Makepeace Thackeray	Cosmic Frank Cottrell-Boyce	How to Fly with Broken Wings Jane Elson	A Ballard of London (poem) Richard Le Gallienne	Sky in the Pie (poem) Roger McGough	
	The Tyger (poem) William Blake			The Lady of Shalott (poem) Alfred, Lord Tennyson		