



# **Curriculum Framework for Year Six**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Year Six for the First Half of Autumn Term

## Context for Learning: Magical Mystery Tour

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>	Biography	The children will read extracts from a range of biographies and autobiographies. They will identify the key features of these text types. The children will research/collect information in order to write a biography of the life of John Lennon.
	Big Write Mission 1: Lost Buildings	The children will learn: how to write a factual incident report; how to write a newspaper article for the purpose of reassuring an audience and how to write a formal letter to engage and persuade.
	The power of imagery (poetry)	The children will read a selection of poems contain powerful imagery. They will become familiar with the terms: simile, metaphor, personification and hyperbole. The children will write their own poetry using these features to create powerful images.
	Grammar	The children will learn about expanded noun phrases , relative clauses, the correct use of commas and hyphens to clarify meaning, adverbs and adverbials, prepositions of time, using a colon to introduce a list, using correlative conjunctions, understanding the difference between active and passive voice. They will practise this within their own writing.
	Spelling	Prefixes and suffixes
<b>Mathematics</b>	Number and place value	Read, write and compare 6-digit numbers, 1-,2- and 3- place decimal numbers, and know what each digit represents. Multiply and divide by 10, 100 and 1000. Round decimals to nearest tenth and whole number. Convert decimals to fractions.
	Mental multiplication and division	
	Decimals, percentages and equivalent fractions	Use mental addition strategies to solve additions including decimal numbers. Use column addition to add 5-digit numbers, decimal numbers and money. Solve problems involving numbers up to 3 decimal places.
	Fractions, ratio and proportion	Express missing number problems algebraically and find pairs of numbers that satisfy equations involving two unknowns. Find missing angles and lengths. Understand how brackets can be used in calculation problem. Use knowledge of BODMAS. Solve addition and subtraction multi-step problems.
	Mental addition and subtraction	
	Written addition and subtraction	Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres and miles and kilometres. Revise reading the time on a 24 and 12 hour clock.
	Problem solving, reasoning and algebra	Use mental addition, column subtraction and counting up to solve subtraction problems.
<b>Science</b>	Animals, including humans	The children will identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will be able to describe the ways in which nutrients and water are transported within animals, including humans.
<b>Computing</b>	E-safety –	Children can confidently use the internet for research, recognising that not all information is accurate or unbiased. Children understand the issues of plagiarism, copyright and data protection. Safe online communication and collaboration. Safe online publishing.
	Multimedia presentation	The children will research a topic and prepare a presentation about an aspect of 1960s life, using Microsoft powerpoint. They will incorporate sound effects, images and effects.
<b>Art and Design</b>	Psychedelic art and pop art	The children will look at famous artists from the 1960s e.g., Andy Warhol. The children will experiment with different styles and develop these in their sketch books, before creating a final piece of art work emulating the styles of the artists studied.
<b>Music</b>	Exploring lyrics and melody	The children will listen to a range of songs by John Lennon. They will look closely at the lyrics and the meaning that they convey. In groups, the children will write their own lyrics to convey a strong message and create a melody to accompany their lyrics. The children will practise and refine their piece for a performance.
<b>Design and</b>	N/A	

<b>Technology</b>		
<b>History</b>	What can we learn about recent history from studying the life of a famous person? John Lennon	The children will learn about the changes that took place in Britain following World War 2. They will focus on 1960s Britain and how popular culture impacted on the lives of young people. The focus will be on The Beatles and John Lennon.
<b>Geography</b>	N/A	
<b>Languages</b>		French
<b>Physical Education</b>	Swimming  Basketball  Tag Rugby	The children will consolidate and refine their swimming skills. The more able will focus on endurance swimming. All children should be able to swim 25m unaided by the end of Year 6.  The children will refine throwing and catching skills. They will practise the key skills of an invasion game: marking, anticipation, avoidance, shooting, defending and attacking. They will take part in basketball games as part of a team.  Taught by coach.
<b>PHSE and Citizenship</b>	Beginning and Belonging	In this unit, the children will take part in activities to build positive relationships with their peers.
<b>Religious Education</b>	Christians in other parts of the world	The children will learn about what it is like to be a Christian in Vellore, India.
<b>Cooking and Nutrition</b>	Harvest vegetable soup	The children will make vegetable soup using the following key skills: peeling, dicing, slicing, chopping, boiling, simmering and blending.

<b>Educational Visits/Visitors</b>	Afternoon of music with a John Lennon impersonator. India Day – celebration of traditional Indian culture.
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# Our Curriculum for Year 6 for the Second Half of Autumn Term

## Context for Learning: Raging Rivers

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>	Narrative – using the text and film versions of Goodnight Mr Tom	A study of the techniques used by authors and film makers to engage their audiences. The children take part in drama activities to explore characters, thinking about their thoughts, actions and emotions. The children write a letter as a character and complete a character study.
	Explanation texts	Then children explore a wide range of explanation texts, paying particular attention to the formal language used and the structure. They write their own formal explanation texts, using the appropriate features.
	Grammar	The children will practise the following : different word classes, active and passive, complex sentences, formal language, conditionals, contractions and question tags.
<b>Mathematics</b>	Measuring	Use and convert between metric units of length and weight.
	Understanding shape Using and applying mathematics	Use a protractor to measure and draw acute and obtuse angles. Calculate angles in a triangle.
	Calculating Knowing and using number facts	Add and subtract near multiples of 10, 100 and 1000. Mental calculation strategies.
	Calculating	Doubling and halving multiples of 10 to 1000 and multiples of 100 to 10,000. Multiplying using doubling and halving.
	Counting and understanding number	Changing an improper fraction to a mixed number and vice versa. Converting, reducing, comparing and ordering fractions.
<b>Science</b>	Micro-organisms	The children will be able to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and microorganisms. They will learn about the characteristics of micro-organisms and their uses. They will plan and carry out an investigation to determine how well micro-organisms in a range of conditions.
<b>Computing</b>	Excel spreadsheets	The children will learn how to use an excel spreadsheet to organise and calculate a range of data. They will create an excel spreadsheet to plan a party.
<b>Art and Design</b>	N/A	
<b>Music</b>	rock music	The children will listen to and appraise a range of rock music, including Queen - 'We Will Rock You', Deep Purple – 'Smoke On The Water', Status Quo – 'Rocking All Over The World' and Chuck Berry – 'Johnny B. Goode'. The children will learn the words and accompaniment to 'Livin' on a Prayer' by Bon Jovi and they will perform the song at the end of the unit.
<b>Design and Technology</b>	Making slippers	The children will: analyse slippers, design a pair of slipper, learn to blanket stitch, use templates to produce a pair of slipper. They will carry out tests on their slippers and evaluate the finished product.
<b>History</b>	N/A	
<b>Geography</b>	Rivers (including water cycle, field work at the River Cam, map skills)	The children will describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. They will learn how to use the eight points of the compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. They will use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
<b>Languages</b>		French
		German (language of the term)
<b>Physical Education</b>	Swimming	The children will consolidate and refine their swimming skills. The more able will focus on endurance swimming. All children should be able to swim 25m unaided by the end of Year 6.
	Dance	The children will choreograph and perform dances, using a range of movement patterns. They will link actions and sequences of movement.
<b>PHSE and Citizenship</b>	Personal safety Anti-bullying	In this unit children will review their safety rules, practise problem solving, develop strategies for resisting peer group pressure and also how to recognise and deal with risk.
<b>Religious Education</b>	Buddhism	The children will learn where and how Buddhists worship.

<b>Cooking and Nutrition</b>	Smoked paprika sausage hotpot (vegetarian alternative available)	The children will grate and use a knife to trim and core. They will boil and simmer.
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<b>Educational Visits/Visitors</b>	Guided river walk along the River Cam.
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## Our Curriculum for Year 6 for the First Half of Spring Term

### Context for Learning: Mysteries of the past...

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>	The Snowman – narrative writing	The children will read the visual text of the Snowman. They will look at film techniques through watching the animation. They will write a dialogue using one still image from the picture book. The children will write a description of the flight scene using all the senses before writing their own version of 'Walking in the Air'.
	Journalistic writing	The children will look at a range of styles of journalistic writing and they will identify the 5 ws in the texts. The children will write news reports for a class radio show. They will investigate the discovery of an Indus Valley artefact, question and interview the person involved with the discovery before writing a report about the discovery.
	Ambitious Instructions	The children will identify the main features of an instruction text. They will have the opportunity to write their own ambitious instructions.
	Grammar	The children will learn how to link their paragraphs together to create a cohesive text. The children will also learn about conditionals, question tags and subjunctives.
<b>Mathematics</b>	Counting and understanding number	Rounding to the nearest 10,100 or 1000, rounding decimals to the nearest whole number or tenth, use decimal notation up to hundredths and order a set of decimals.
	Knowing and using number facts	Find all pairs of factors of any number up to 100, multiplication using partitioning and close facts.
	Understanding shape	Read and plot co-ordinates in all quadrants, properties of 3D shapes.
	Measuring and using and applying	Calculate the area of rectangles and compound shapes, calculate the area of a right angled triangle.
<b>Science</b>	Evolution and Inheritance	The children will be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will be able to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<b>Computing</b>	Junior Control Insight 2	This unit focuses on control and modelling. The children will build a system on screen, using simple control language. They will complete 'Fixits' – single control exercises, in which the learner has to 'fix' a partially working system. They will also design and program their own working systems.
<b>Art and Design</b>	Mural – sketching, painting and collage Clay Indus seals	The children will develop their sketching, painting and collage techniques through creating a collaborative mural. The children will closely observe a range of Indus Valley seals. They will design and make their own clay seal.
<b>Music</b>	Old School Hip Hop	The children's learning will be focused around one song – The Fresh Prince Of Bel Air. The children will look at the inter-related dimensions of this genre of music (pulse, rhythm, pitch etc). They will sing and play instruments.
<b>Design and Technology</b>	N/A	
<b>History</b>	The Indus Valley Civilisation	The children will learn about the achievements of one of the earliest civilisations – the Indus civilisation. They will study the discovery of the civilisation and its structure, through the study of artefacts and other historical records. They will understand how the civilisation emerged and declined.
<b>Geography</b>	N/A	

<b>Languages</b>	French	
<b>Physical Education</b>	Hockey	Specialist teacher
	Dance	The children will choreograph and perform dances using a range of linked movement patterns.
<b>PHSE and Citizenship</b>	My Emotions	This unit will help develop the children's understanding and recognition of their own emotions and those of others. They will consider what prompts different feelings in themselves and others and how they might avoid or deal with situations which make them upset, angry or become overwhelmed. They will explore ways to deal with different emotions, focusing on worry, boredom and stress.
<b>Religious Education</b>	Hinduism	The children will learn about beliefs, events and places that are central to the Hindu religion.
<b>Cooking and Nutrition</b>	Tuna and broccoli pasta bake	The children will learn how to prepare their ingredients e.g. weigh, measure, grate, knife techniques. They will then cook the pasta and combine their ingredients with a tomato sauce. They will use the hob with one-to-one supervision.

<b>Educational Visits/Visitors</b>	We will visit the Museum of Archaeology and Anthropology.
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# Our Curriculum for Year 6 for the Second Half of Spring Term

## Context for Learning: Into Thin Air!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>	Big Writing Adventures – Goldilocks: Wrongly Accused?	The children will use formal language, including subjunctive forms, adverbs and modal verbs, to write a report. They will learn to use brackets, dashes and commas for parenthesis. They will learn to understand the difference between active and passive voice.  Letters of complaint – the children will write formal letters of complaint.
	Flashback narrative	The children will look a range of multimedia texts and identify the main themes and points of view. They will understand how writers use different structures to create coherence and impact. They will identify techniques used to identify shifts in time between past and present, as well as techniques to create specific moods. They will use these techniques to plan and write a narrative containing a flashback.
<b>Mathematics</b>	Handling Data	Averages, mean, median and mode, construct and interpret line graphs and construct and interpret a conversion graph.
	Calculating	Adding and subtracting decimals, consolidating adding 2 or more numbers using standard written methods, multiplying thousands, hundreds, tens and units by units using standard methods, use a fraction as an operator to find fractions of amounts.
	Knowing and Using Number Facts	To know square numbers to at least 12 x 12 and to know and apply tests of divisibility.
	Using and Applying	Recognise and extend number sequences including triangular numbers.
	Counting and Understanding Number	Order fractions and decimals, recognise equivalent fractions and decimals and convert a fraction to a decimal using division.
<b>Science</b>	Science Week Projects	In groups, the children will plan and teach a lesson, with activity, covering a particular scientific concept. They will identify a learning objective, with success criteria, and plan an activity to share with younger children.
<b>Computing</b>	Programming – Scratch/Binary	The children will learn to program interactive media such as stories, games and animations. They will learn to think creatively, work collaboratively and reason systematically. They will learn to code, while also learning important strategies for solving problems, designing projects and communicating ideas.
<b>Art and Design</b>	N/A	
<b>Music</b>	Classroom Jazz	The children will listen to and appraise a variety of jazz compositions. They will have the opportunity to compose and perform their own jazz pieces.
<b>Design and Technology</b>	Making shelters	The children will investigate a variety of types of shelters. They will respond to a detailed brief to construct a shelter, before testing and evaluating it. They will understand how shelters have evolved over time.
<b>History</b>	N/A	
<b>Geography</b>	Mountains	The children will be able to describe and understand the key aspects of the physical geography, including: climate zones, biomes, vegetation belts, volcanoes and earthquakes. They learn to use the eight points of the compass, grid references and symbols to locate mountains on a map.
<b>Languages</b>	French Language of the term - Polish	
<b>Physical Education</b>	Premier Sport	Football – the children will be taught to pass and control with accuracy within a game. They will be able to hit a target when shooting. They will be taught to position themselves in appropriate positions in games as well as making accurate decisions to move when attacking and defending. They will be able to discuss tactics to overcome the opposition.
	Hockey	Specialist Teacher
	Dance	The children will choreograph and perform dances using a range of linked movement patterns.
<b>PHSE and Citizenship</b>	Financial Capability	This unit will deepen the children's understanding of money, including currencies and trade. They will find out about earning money and will explore the different ways we use money e.g., planned spending, saving, risk taking and debt and who can help when it is needed.

<b>Religious Education</b>	Christianity and Judaism – Is religion what you say or what you do?	The children will learn how Jewish people celebrate their religion and they will compare this to aspects of Christianity, while focusing on the question - Is religion what you say or what you do?
<b>Cooking and Nutrition</b>	Spinach and cheese bread	The children will make a dough, using yeast, and knead before plaiting the dough to create the loaf. They will chop the spinach and grate the cheese as well as measure their ingredients accurately.

<b>Educational Visits/Visitors</b>	Outdoor shelter building day.
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# Our Curriculum for Year 6 for the First Half of Summer Term

## Context for Learning: Continuation of Into Thin Air and SATs Preparation

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>	Non-Fiction: Argument – persuasive and balanced	The children will learn how to write a successful argument, thinking about how to structure their writing and the language associated with writing arguments. The children will learn the difference between a balanced and a persuasive argument and how they would alter their text structure and vocabulary accordingly.
	Narrative – The Giant's Necklace	The children will understand and respond to a narrative text and develop higher order reading skills that enable them to probe beyond the literal. After exploring the text through reading, the children will have the opportunity to convert part of the story into a play script.
	Narrative – Harris Burdick	The children will use a series of Harris Burdick illustrations as a starting point for writing. They will plan and write a successfully short story based on one of the illustrations.
	Sats preparation – reading comprehension and grammar	
<b>Mathematics</b>	Counting and Understanding number	Using positive and negative numbers
	Calculating	Percentages and expressing fractions as percentages Multiply using standard written methods Multiply decimal numbers using standard written methods Adding decimal numbers using standard column addition Subtracting one integer from another one using standard written methods.
	Knowing and Using Number Facts	Checking answers using the inverse operation
	Measuring	Use and convert between metric units of capacity Understand the relationship between imperial and metric units of capacity Reading scales
	Handling Data	Probability Interpreting a pie chart
<b>Science</b>	Light	Children will learn that light travels in straight lines. They will be able to explain that we see things because light travels from a light source to our eyes, or reflects off objects into our eyes.
<b>Computing</b>	Programming – Scratch/Binary	The children will learn to program interactive media such as stories, games and animations. They will learn to think creatively, work collaboratively and reason systematically. They will learn to code, while also learning important strategies for solving problems, designing projects and communicating ideas.
<b>Art and Design</b>	N/A	
<b>Music</b>	Classroom Jazz	The children will listen to and appraise a variety of jazz compositions. They will have the opportunity to compose and perform their own jazz pieces.
<b>Design and Technology</b>	Making shelters	The children will investigate a variety of types of shelters. They will respond to a detailed brief to construct a shelter, before testing and evaluating it. They will understand how shelters have evolved over time.
<b>History</b>	N/A	
<b>Geography</b>	Mountains	The children will be able to describe and understand the key aspects of the physical geography, including: climates zones, biomes, vegetation belts, volcanoes and earthquakes. They learn to use the eight points of the compass, grid references and symbols to locate mountains on a map.
<b>Languages</b>	French Language of the term -	
<b>Physical Education</b>	Tri-Golf (coaching from a golf professional)	Tri-Golf is a 'mini' version of golf designed specifically to introduce golf to primary aged children. They will develop their putting skills through a range of challenges and fun activities.

	Striking and Fielding - Rounders	The children will develop their striking and fielding skills, through taking part in skill based drills and by playing games. The children will understand the rules and how to score, as well as how to field effectively as part of a team.
<b>PHSE and Citizenship</b>	Healthy Lifestyles	This unit of work focuses on developing the children's awareness, knowledge and understanding of the importance of being healthy. It will focus on the factors which contribute to maintaining their health, both physical and emotional. It encourages them to think more widely about choices they make in relation to diet and exercise, as well as applying it directly to their own lives. They will be encouraged to take responsibility for their own healthy lifestyle and make healthy decisions, as well as considering how they would advise others sensitively.
<b>Religious Education</b>	Christianity – How does Christianity help people solve dilemmas	The children will understand how dilemmas, and trying to make reasoned decisions about them, form part of all our lives from birth. The children will discuss how religion can offer answers to a dilemma and also provide role models in people of faith who have faced dilemmas. The children will focus on Christianity, and how Christian teaching can offer support to those considering a solution for a dilemma.
<b>Cooking and Nutrition</b>	Spicy potato wedges	The children will learn to make spicy potato wedges as a healthy alternative to chips. They will learn to prepare their ingredients and about the importance of scrubbing potatoes well, because of the hygiene risk of soil in the kitchen. They will cut their potatoes into wedges and par-boil them, before coating them evenly with accurately measured spices.

<b>Educational Visits/Visitors</b>	Year 6 residential trip to Minehead – Monday 18 <sup>th</sup> – Friday 22 <sup>nd</sup> May.
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# Our Curriculum for Year 6 for the Second Half of Summer Term

## Context for Learning: Fun At The Fair

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
<b>Literacy</b>	Narrative – The Wedding Ghost	The children will read and analyse the first part of the text, 'The Wedding Ghost', looking particularly at use of figurative language to create description and mood. The children will adopt the writing style of the author to finish writing the story.
	Big Writing Adventures – Transition Unit – Non Fiction	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>● how language, including figurative language, grammar, text structure and organizational features present meaning</li> <li>● to write non-fiction texts employing specific persuasive devices</li> <li>● to analyse and evaluate a range of websites</li> <li>● to take part in a discussion of complex issues</li> <li>● to present their ideas to familiar and unfamiliar audiences.</li> </ul>
<b>Mathematics</b>	Algebra  Year 6/7 transition units - investigations	
<b>Science</b>	Circuits and Electricity	The children will learn to associate the brightness of a bulb or the volume of a buzzer, with the number and voltage of cells used in circuits. The children will compare circuits, giving reasons for variations in how components function. Children will use recognised symbols when representing a circuit in a diagram.
<b>Computing</b>	Kodu	Building on their knowledge of programming, children will use Kodu, a new visual programming language, to create games.
<b>Art and Design</b>	Fairground art	The children will look at a range of fairground art work and analyse the different styles and techniques used. Using fairground art as inspiration, the children will design and make a mask. The children will have the opportunity to design and paint their design onto wood, using what they have learnt about fairground art.
<b>Music</b>	Singing for Year 6 production	
<b>Design and Technology</b>	Fairground rides	The children will learn how control systems are used in everyday life. They will understand how a pulley and drive belt are driven by a motor or a computer and how the direction of rotation and speed of an electric motor can be controlled. Using this knowledge, they will design and create their own fairground ride, making modifications as they go. They will evaluate their work at the end of the project.
<b>History</b>	History of the Fair	Children will briefly look into the history of the travelling community and the travelling fair.
<b>Geography</b>	N/A	
<b>Languages</b>	French	
<b>Physical Education</b>	Tri-golf (coaching from a golf professional)	Tri-Golf is a 'mini' version of golf designed specifically to introduce golf to primary aged children. They will develop their putting skills through a range of challenges and fun activities.
	Multi-sports	Session run by Coleridge Sports Leaders.
<b>PHSE and Citizenship</b>	Traveller Culture	The children will learn about the history and lifestyle of the travelling community.
	SRE (Sex and relationship education)	This unit focuses on sexual intercourse and the human lifecycle. The children will be able to describe the main stages of how a baby is made, using scientific vocabulary. They will understand some basic reasons why a couple might choose to have children and they will explore the meaning of love and consider the need for trust and love in marriage and established relationships.

<b>Religious Education</b>	Milestones in life	The children will discuss the varied ceremonies marking significant events in their lives. They will appreciate the importance of rites of passage to individuals and communities. They will explore the idea of commitment, promises and good intentions as well as the idea of remembrance. They will raise and ask questions about why we have ceremonies to mark special occasions in our lives and consider the patterns of activities in their own lives.
<b>Cooking and Nutrition</b>	Beetroot, apple and onion chutney	The children will use the bridge and claw knife techniques to chop and prepare the ingredients for a beetroot, apple and onion chutney. The children will weigh and measure the ingredients. The children will understand why the jars need to be sterilised and will observe the potting of the hot chutney.

<b>Educational Visits/Visitors</b>	<p>A member of the traveller community will visit the children, to talk about their life experiences and make paper flowers.</p> <p>We hope to arrange a visit to Midsummer fair, during which the children will learn what life is like for the showmen.</p>
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