



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:

English	Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation
Maths	Programmes of Study for each group from Years One to Six
Science	Programmes of Study for each group from Years One to Six
All other National Curriculum Subjects	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 6 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
Literacy	Biographical writing and news reports.	<p>They will learn how to use coordinating and subordinating conjunctions to link their ideas within a text.</p> <p>The children will look at different types of biographical writing and their structure.</p> <p>They will explore the use of more formal language and writing in chronological order.</p> <p>They will revise the use of adverbials of time and place.</p> <p>They will research and write a biographical piece of writing about a famous person from the 1960s.</p> <p>The children will look at the structure of newspaper reports and they will explore the 5 ws.</p> <p>They will learn the difference between direct and reported speech and how to use quotes.</p> <p>They will learn about the different uses of colons.</p> <p>They revise the different ways in which clauses can be ordered and the use of more complex sentence structures.</p>

		They will research and write a newspaper report about the death of a famous person who was alive in the 1960s.
Mathematics	Place value	Revise numbers to a million Numbers to 10 million Compare and order any numbers Round any number Negative numbers
	Four operations	Revise column method of adding and subtracting numbers with more than 4 digits. Revise inverse operations - addition and subtraction Add and subtract integers Multi step addition and subtraction worded problems Revise multiplying a 4 digit number by one digit Revise multiplying a 2 digit number by a 2 digit number Revise multiplying a 3 digit number by a 2 digit number Learn to multiply a 4 digit number by a 2 digit number
	Position and Direction	The children will learn to read and plot points in all four quadrants. They will solve problems with coordinates. Children will learn to translate and reflect shapes within across the four quadrants.
Science	Circulatory System	The children will be able to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will be able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will also describe the ways in which nutrients and water are transported within animals, including humans.
Computing	Online Safety	The children will be able to understand how what they share impacts upon themselves and upon others in the long-term. They will understand the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. The children understand the concept of a digital footprint and recognise steps that they can take to keep themselves safe online. Link to RSHE.
	Coding	The children will design and make a more complex program. They will be able to debug when things do not run as expected. They will then create a program that uses multiple functions and they can create flowcharts for procedures. The children will add variables into their code. They can follow through the code of how a text adventure can be programmed in 2Code. They will then design their own text-based adventure game based on one they have played.
Art and Design	American and British Pop Art	The children will learn about the themes and techniques used in the work of Andy Warhol, Roy Lichtenstein and Peter Blake within the context of 1960s popular culture. They will compare and contrast the artists' work and create their own drawings, collages and prints based on what they have learned.
Music	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.
Design and Technology	N/A	
History	Britain since 1948. What can we learn about recent history from studying the life of a famous person?	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. They will compare and contrast the lives of John Lennon and Martin Luther King. The children will also learn

		about the civil rights movement and learn about other significant figures such as Xernona Clayton.
Geography	N/A	
French	This is Me!	<ul style="list-style-type: none"> - Participate in conversations about themselves and others. - Use adjectives for personality and physical appearance. - Jobs and professions nouns. - Silent letters (e/t/s) and pronunciation of letters (o/q/x/e). - Use conjunctions to form extended sentences. - Practice using a bilingual dictionary. - Recall personal information questions and answers. - Write simple extended sentences using a model. - Identify key sounds and silent letters.
Physical Education	Gymnastics – body symmetry Tag rugby	The children will develop a broad range of skills and they will link actions to make sequences of movement. They will demonstrate that they understand how to improve and evaluate own success, whilst developing flexibility, strength, technique, control and balance.
RSHE	<p>Drugs, alcohol and tobacco</p> <p>The conventions of courtesy and manners.</p> <p>Stereotypes: injustice and their negative and destructive consequences</p> <p>Asking for advice or help for yourself or others.</p> <p>The range and scale of human emotions</p> <p>Cultural Diversity - Activism</p>	<p>The children will learn what is meant by illegal drugs, the law around them, their impact on physical and mental health and the risk of death attached to them. They will learn about drug addiction and know where and how to seek help. They will also learn about the link between drugs and crimes.</p> <p>The children will revisit school expectations regarding courtesy and manners including use of respectful and polite language, offering to help others, expectations for listening, punctuality, turn taking All year groups to teach at age-appropriate level and have high expectations, personal space and boundaries.</p> <p>Children will learn about stereotypes of race and how these have created barriers in society.</p> <p>The children will discuss trusted adults that they can turn to for help and advice. They will use scripts to practise asking for help and advice in different scenarios and will find out what to do and how to keep seeking help if they don't receive it.</p> <p>Children will learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. They will identify and name the range and degrees of emotions experienced in daily life and will learn to recognise multiple emotions. They will discuss how events can affect mood and the intensity of emotions as well as understanding individual differences in emotional experience.</p> <p>The children will learn about activism, through the exploration of activists from around the world (both historical and modern day figures). They will demonstrate an understanding of some of the major human rights issues in their own community, country and more globally. They will identify some actions that can be taken at school, in their local community, nationally or globally to increase equality. They will work in groups to plan an activism campaign to address a topical issue of their choice. Through their campaign, they will take action to improve the world, e.g. in school or in the wider community.</p>
Religious Education	People of faith, commitment and courage	The children will learn about individuals through history who have shown faith, commitment and courage in living according to their beliefs
Cooking and Nutrition	N/A	

Educational Visits/Visitors	N/A
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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
Literacy	Fiction Genres	<p>Children explore a range of texts and identify the features that mark them as belonging to a particular genre.</p> <p>They use prior knowledge to create a mixed genre story.</p> <p>They read compare and evaluate texts belonging to the same genres, identifying the common features.</p> <p>They identify the use of imagery in establishing a menacing setting. They explore the way in which a sense of character is built up from a range of clues.</p> <p>They discuss how the perfect form of verbs can help in framing a flashback and write a flashback based on a familiar text.</p> <p>They identify how verbs are used in an extract from an action novel and practise writing actions sentences using strings of verbs.</p> <p>They generate noun phrases to describe a setting in an interactive resource and write a setting description, bringing together the phrases using conjunctions, prepositions and adverbials to link.</p> <p>They identify how character emotions can be implied through physical description (of person, action or place), then they write a paragraph based on a short film that 'shows not tells' how the main character is feeling.</p> <p>They analyse the use of dialogue in Skellig during a key encounter and write a passage including dialogue that gives clues to contrasting characters.</p> <p>They identify and discuss cohesive devices in an action sequence and use this knowledge to write their own action sequence based on a film. They analyse the creation of tension and suspense in a film extract and collate a list of devices used to achieve this effect.</p> <p>They revise the different ways in which clauses can be ordered. They experiment with sentence structure and consider how manipulation changes effect.</p> <p>They plan a short non-linear story. They write a story opening, using prior learning to weave character clues into their narrative opening. They apply prior learning relating to action and generating tension to write the main event of their story. They can include a simple flashback that sets up their resolution. They use dialogue to create a reflective ending. They evaluate each other's work, then edit and improve a section of the story.</p>
Mathematics	<p>Four operations</p> <p>Fractions</p>	<p>Long division (4 digit numbers by 2 digit numbers)</p> <p>Common factors and multiples</p> <p>Prime numbers, square numbers and cube numbers</p> <p>Order of Operations (BIDMAS)</p> <p>Reasoning from known facts</p> <p>Equivalent fractions</p> <p>Simplifying fractions</p> <p>Comparing fractions</p> <p>Placing fractions on a number line</p> <p>Adding and subtracting fractions</p>

		<p>Multiplying fractions by integers</p> <p>Dividing fractions by integers</p> <p>Multiplying fractions by fractions</p> <p>Fractions of amounts</p>
Science	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.
Computing	Binary	The children will develop an understanding of binary, and they will learn how to count up in binary from zero, using visual aids if necessary. They will convert numbers to binary using the division by two method. They will then represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0 and make use of a variable set to 0 or 1 to control game states.
Art and Design	N/A	
Music	N/A	
Design and Technology	Making celebration crackers	The children will: explore different cracker designs; they will design a set of crackers for a celebration, taking into the different elements that they will need to include; they will create a template and prototype; they will then make the crackers and evaluate the finished product.
History	N/A	
Geography	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.
French	Homes and Houses	<ul style="list-style-type: none"> - Understand and describe items in a house. - Use prepositions of place. - Adjectives to describe houses. - Story: A Spooky House, Culture: Mondrian's house and castles in France. - Silent letters (t/x/s/d) and pronunciation of letters (é). - Consolidate adjectives of colour and size. - Use bilingual dictionaries to check spelling. - Participate in role-play activities (Elf on the Shelf lesson).
Physical Education	Dance Netball	The children will develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition.
RSHE	<p>Personal hygiene and germs</p> <p>Changing adolescent bodies</p> <p>Human conception, fertility choices and erections</p> <p>The importance of respecting others, even when they are very different from themselves, make different choices or have different preferences or beliefs.</p> <p>Bullying</p>	<p>The children will recap what bacteria is, including specific types of bacterial infection. They will revise how to maintain good hygiene.</p> <p>The children will revisit prior learning covering the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. They will also learn about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>The children will learn that a baby is conceived by an egg being fertilised by a sperm and that some people will reproduce at some point, and some people won't. They will learn that there are ways of controlling and preserving fertility and that conception can happen internally or through IVF. They will learn that an increase in cortisol during puberty can cause changes in social behaviour, such as susceptibility to peer pressure and ability to cope with stressful situations. They will learn about body changes: body odour and how to manage with regular washing and deodorant. They will also learn that there is individual variation in genital appearance and that some people are born intersex, which means their genitals do not fit neatly into being male or female.</p> <p>The children will learn about ways in which people can differ including disability and gender (birth gender, the gender people present with and identify with, the use of pronouns and respecting right to change pronouns).</p>

	Caring friendships	<p>The children will learn about different types of bullying (including cyber-bullying), the impact of bullying, responsibility of bystanders (primarily reporting to an adult) and how to get help.</p> <p>The children will consider what it means to be coercive and manipulative, exploring these within the context of friendship and learning about what to do. They will focus on showing empathy with others while understanding that they are free to choose their friendships.</p>
Religious Education	Christianity & Judaism – is religion what you say or what you do?	
Cooking and Nutrition	N/A	

Educational Visits/Visitors	N/A
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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
ENGLISH	Macbeth	<p>Children will explore the main themes and events in Shakespeare's Macbeth.</p> <p>They will use inference and deduction skills to examine the main characters, using quotes taken from the original play to support their ideas.</p> <p>They will learn to use figurative language when writing descriptions of the heath.</p>
	Letters of complaint	<p>The children will learn to accurately punctuate direct speech.</p> <p>They will explore Macbeth and Lady Macbeth's consciences, using a range of clues to build up a sense of these character's feelings and motives. Following on from this work, the children will write informal letters.</p> <p>They will compare and contrast the main characters' traits, actions, thoughts and feelings as the play progresses and write a character study, using evidence and quotes from the play to justify their ideas</p> <p>The children will explore a range of scenarios, in which it would be necessary to complain. They will look at the features of a letter of complaint, and examine the structure and tone. Using models, they will plan and write a formal letter of complaint.</p>
Mathematics	Number – decimals	The children will be able to identify the value of each digit in numbers to 3 decimal places. They will be able to multiply numbers by 10, 100 and 1000, giving the answers to 3 decimal places. Children will be able to multiply and divide decimals by integers. Children will use written division and multiplication methods.
	Number – percentages	The children will be able to solve problems involving the calculation of percentages e.g., finding percentages of an amount and percentage increases and decreases, and to use percentages for comparison. They will be able to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
	Number – Algebra	They will practise finding one-step and two-step rules, forming expressions, using substitution, building formulae and identifying patterns, forming equations, solving simple one and two-step equations and finding pairs of values
Science	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.
Computing	Spreadsheets – Purple Mash	The children will create a spreadsheet to answer a mathematical question relating to probability using copy and paste shortcuts and will problem solve using the count tool, create formulae using the Formula Wizard Tool and use a spreadsheet to model a real-life situation
Art and Design	Using drawing to explore Macbeth	The children will use a range of process-based drawing activities in charcoal, pastels, pencil and watercolour to explore the following: the setting of the play, the portrayal of the witches and Macbeth, the inner and outer motivations of Macbeth and Lady Macbeth, themes of light and darkness and the overarching narrative.
	Mural – sketching, painting and collage Clay Indus seals	<p>The children will develop their sketching, painting and collage techniques through creating a collaborative mural.</p> <p>The children will closely observe a range of Indus Valley seals. They will design and make their own clay seal.</p>
Music	Music – Music and identity unit	The children will explore the representation of women in music from musicians and composers to engineers and managers. Dr Who

Design and Technology	N/A	
History	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.
Geography	N/A	
French	Playing and Enjoying Sports	<ul style="list-style-type: none"> - Say and write nouns for sports. - Express likes and dislikes. - Identify cognates and semi-cognates. - Use parts of the present tense of 'jouer.' - Opinions about sports. - Culture: Handball in France. - Silent letters (t/s/h). - Use bilingual dictionaries to check spelling. - Take risks and learn from mistakes.
Physical Education	Hockey	
Religious Education	Christians in other parts of the world.	The children will learn about what it is like to be a Christian in Vellore, India. They will make links and comparisons.
Cooking and Nutrition	NA	

Educational Visits/Visitors	
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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
English	Big Writing Adventures – Goldilocks Wrongly Accused	The children will understand the difference between formal and informal language. They will understand the difference between active and passive voice and how using the passive voice affects the presentation of information. They will use facts, evidence and detail to justify and strengthen opinions. They will write a formal evidence-based report: understanding form, purpose and audience; using formal language, including subjunctive forms; using adverbs and modal verbs to indicate degrees of possibility
	Non- Chronological report	The children will write a non-chronological report about volcanoes (cross curricular – geography)
Mathematics	Number – algebra	The children will be able to use simple formulae and express missing number problems algebraically. They will generate and describe linear number sequences and find pairs of numbers that satisfy an equation with two unknowns.
	Measurement – perimeter, area and volume	The children will solve problems involving the calculation and conversion of units of measure, using decimal notation where appropriate. They will use, read, write and convert between standard units, converting measurements of length, mass, volume and time, as well as converting between miles and kilometres. They will recognise that shapes with the same areas can have different perimeters and recognise when it is possible to use formulae for the area and volume of shapes. Children will be able to calculate the area of parallelograms and triangles. Children will calculate, estimate and compare the volume of cubes and cuboids.
	Geometry – properties of shape	The children will draw 2D shapes using given dimensions and angles. They will compare and classify geometric shapes based on their properties and sizes. They will find unknown angles in triangles, quadrilaterals and regular polygons. The children will learn to recognise angles where they meet at a point and on a straight line, or are vertically opposite. They will illustrate and name parts of a circle, including radius, diameter and circumference and know that the diameter is twice the radius. They will learn to recognise, describe and build simple 3D shapes, including making nets. Identify 3D shapes, including cubes and other cuboids from 2D representations.
Science	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.
Computing	Blogging	The children will learn the basic principles of creating and maintaining a blog. They will acquire a basic understanding of how to plan, create and present their blog. The children will understand how the information presented impacts the audience, and assess its effectiveness.
Art and Design	David Hockney: Painting Mountains	The children will explore Hockney's use of perspective in paintings such as '9 Canvas Study of the Grand Canyon' (1998). They will then use Google Earth to explore a mountain range of their choice. This will lead into drawing and painting their chosen mountain range from multiple perspectives.
Music	Kerry Andrew – No Place Like (BBC 10 Pieces)	The children will use a graphic score to represent a class composition, based on sounds they find in their hometown. They will use voice, body percussion and classroom percussion to create musical motifs. This will build towards a class performance.
Design and Technology	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.
History	N/A	
Geography	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.
French	Funfair and Favourites	<ul style="list-style-type: none"> - Understand theme park descriptions. - Describe funfair rides in simple sentences. - Express opinions about rides using adjectives. - Say and write favourite things. - Culture: Theme park in France and April Fool's Day (Poisson d'avril).

		<ul style="list-style-type: none"> - Silent letters (t/s/h). - Use conjunctions to extend sentences. - Recall prior learning and apply it to new contexts.
Physical Education	Tennis	
RSHE	Being Safe Caring Friendships Families and People who Care for Us	The children will learn about appropriate physical contact, how to recognise safe and unsafe touch, how to respond safely and appropriately to strangers and how to report abuse. They will also learn about different ways to make friends, characteristics of good friendships and how to get help with negative friendships. They will learn about different types of family, different forms of commitment (including marriage) and explore what healthy, stable and caring family relationships look like.
Religious Education	What does it mean to be a Buddhist? Can we all be enlightened?	The children will learn what it means to be a Buddhist. How Buddhists worship. To have an understanding of beliefs and practices and to reflect on the significance of meaning behind these beliefs and practices.
Cooking and Nutrition	NA	

Educational Visits/Visitors	
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Our Curriculum for Year 6 for the First Half of Summer Term

Preparation for SATS

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	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.
	Balanced argument	The children will read and analyse a range of balanced argument, paying attention to the structure and tone. They will choose a question to explore and will research evidence, data and statistics to back up their arguments. They will then learn about the features of discussion texts before writing their own balanced argument on the topic of their choice.
Mathematics	Statistics	Children will: read and interpret line graphs, draw line graphs, use line graphs to solve problems, identify the properties of a circle, read and interpret pie charts, read and interpret pie charts with percentages, draw pie charts, calculate mean average.
	Properties of shape	Children will: measure with a protractor, draw lines and angles accurately, calculate angles on a straight line and angles around a point, identify vertically opposite angles, calculate angles in triangles, calculate angles in special quadrilaterals, calculate angles in regular polygons, draw shapes accurately, draw 3-d nets accurately.
	SATS revision	
Science	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.
Computing	Text Adventures	The children will learn how to find out what a text-based adventure game is and to explore an example made in 2Create a Story. They will use 2Connect to plan a 'Choose your own Adventure' type story. They use written plans to code a map-based adventure using 2Code.
Art and Design	Continuation of David Hockney inspired Mountain artwork	The children will explore Hockney's use of perspective in paintings such as '9 Canvas Study of the Grand Canyon' (1998). They will then use Google Earth to explore a mountain range of their choice. This will lead into drawing and painting their chosen mountain range from multiple perspectives.
Music	N/A	
Design and Technology	N/A	
History	N/A	
Geography	Continuation of 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.
French	Café Culture	<ul style="list-style-type: none"> - Understand a menu and order snacks and drinks. - Roleplay café scenarios. - Ask for and understand breakfast items. - Culture: Café culture in France and traditional French breakfast foods. - Silent letters and pronunciation patterns (ait/ou/ai). - Revisit polite requests and transactions. - Practise language in roleplay situations.
Physical Education	Outdoor and adventure games	The children will use the following skills: problem solving, map reading, journeying skills, compass directions and degrees, developing new ideas and implementing them. The key concepts they will develop are co-operation, communication, collaboration, consideration, team work, trust, developing skills for the outdoors, working together and supporting each other.
	Cricket	

RSHE	Basic First Aid	The children practise how to make a clear and efficient call to emergency services if necessary. The children will repeat calling 999 and practise the recovery position. Children will look at CPR and repeat basic first aid.
	Respectful Relationships	<p>Children understand that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Repeat need for respect, in order for people in jobs to be able to do their job properly. Discuss what 'positions of authority' means, including the questions: Why do people have authority? Why is there a need to respect it? What should they do if they disagree with someone in authority? How to disagree/challenge respectfully. How to get help if someone in authority scares them or makes them feel uncomfortable.</p> <p>Children will discuss practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
	Mental Wellbeing	<p>Children discuss self-care techniques. These could include: mindfulness, meditation, exercise, hobbies, quiet time to unwind before sleep, colouring, faith activities such as prayer. How do these help regulate and control emotions?</p> <p>Children explore strategies to reduce loneliness and isolation.</p> <p>Children recognise signs of mental wellbeing in others, both face to face and online. Include how they might seek help out of school if they are concerned.</p> <p>Children understand that mental ill health can be resolved with the right health and support. Children understand the importance of accessing help early, so need to recognise when they are no longer in control of their emotions. Discuss where to seek help - home/school/online/wider community.</p> <p>Children understand that mental wellbeing is a normal part of daily life, in the same way as physical health</p>
Religious Education	How could we make our society equal? Philosophy For Learning	<p>The children will learn to reflect on the question – how could we make our society more equal? They will discuss and apply their own and others ideas.</p> <p>The children discuss the following questions: How do we know anything? What do we mean when we say something is true? How do we know what the right thing to do is?</p>
Cooking and Nutrition	N/A	

Educational Visits/Visitors	
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Our Curriculum for Year 6 for the Second Half of Summer Term

Context for Learning:

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
Literacy	Diary writing	The children will read Michael Morporgu's 'The Giant's Necklace' and explore its themes and narrative devices such as foreshadowing. Having learned about the features of diary entries, they will write a diary entry in role as Cherry.
Mathematics	White Rose Transition	
Science	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.
Computing	Purple Mash	The children will learn about networks such as the World Wide Web and how they offer opportunities for collaboration and communication. They will also create their own quizzes using different types of questions and learn about binary in hardware, robotics and digital systems before using binary in their own game states.
Art and Design		
Music	Singing for Year 6 production	The children will learn the chorus and solo parts for the production 'What's the Crime Mr Wolf?' They will become familiar with the different genres of music in the score, pitch, intonation, singing in canon, conveying emotion through song, chanting, call and response. They will also learn about rhythm and how to count in time.
Design and Technology	Bridges	The task is to design and make a bridge. The children will research different bridges around the world, using the internet, videos and books. They will then research and test suitable materials for making a specific bridge. They will experiment with materials of different strengths; discuss and explain structures; show and explain how to measure, cut, mark, join, finish different materials. They will then design and make their bridge, before evaluating their finished project.
History	N/A	
Geography	N/A	
French	Performance / Transition to KS3	<ul style="list-style-type: none"> - Understand and adapt short sketches. - Participate in performances. - Write a sequence of short texts about themselves. - Revisit roleplay language from previous units. - Culture: Nature trail and scavenger hunt. - Use bilingual dictionaries to check spellings. - Take risks and learn from mistakes.
Physical Education	Decathlon Rounders	
RSHE		<p>They will learn about what constitutes a healthy diet including how calorie intake is affected by individual characteristics. They will also learn to understand alcohol affects health and weight.</p> <p>They will learn the mental and physical benefits of an active lifestyle and discuss the risks associated with an inactive lifestyle. As part of this, they will chart their own weekly physical exercise, compare it to the recommended daily exercise and take part in a decathlon challenge to boost it. They will also learn about how to seek support if they are worried about their health.</p> <p>The children will discuss where they can go for advice and support and how this applies at secondary school. They will also recap age-appropriate physical contact.</p>
Religious Education	What happens when we die?	The children will explore different beliefs about what happens when we die, with a particular focus on Christian and Hindu beliefs and sacred texts. They will compare and contrast these and reflect on their own ideas.
Cooking and Nutrition	N/A	

Educational Visits/Visitors	Residential trip where the children will take part in outdoor adventure activities and team building challenges
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