



Year 6 Curriculum Plan

Beechwood Primary School

	Autumn 1 Battle for Britain	Autumn 2 Battle for Britain	Spring 1 Save our Planet	Spring 2 Oh Maya Gods	Summer 1 Your Mountain is waiting	Summer 2 Take a bow
English	Non-chronological report - Pandora's Planet - science link Narrative - Midnight Guardians	Biographies - Coming to England by Floella Benjamin Narrative - Beyond the Lines	Poetry - War Poems and The Dreadful Menace Clip Persuasion - World pollution (turtles) including debates and discussion	Narrative - Adventure - Oh Maya Gods by Maz Evans Information Text	Journalistic writing - Everest Narrative - linked to Wonder	Letter - linked to Wonder Comparison writing - linked to history Play script - production Transition work
Reading	The Midnight Guardians Ross Montgomery (WWII)	Midnight Guardians	Blue Planet (3 week unit alongside Geography and English)	Oh Maya Gods by Maz Evans	Everest: A remarkable Story Wonder by R.J Palacio	Wonder by R.J Palacio
Class Readers	The Diary of Anne Frank	Pig Heat Boy by Malorie Blackman	The Extraordinary Colours of Auden Dare by Zillah Bethell	Oh Maya Gods by Maz Evans	King of the Cloud Forest by Michael Morpurgo	The Final Year by Matt Goodfellow
Maths Link	Year 6 Place Value Addition subtraction Multiplication and division	Year 6 Fractions Measurement - converting units	Year 6 Ratio Algebra Decimals	Year 6 Fractions, decimals and percentages Area, perimeter and volume Statistics	Year 6 Shape Position and direction	Year 6 Themed projects, consolidation and problem solving.
	This might change, depending on SATs analysis.					Any gaps in their learning.
Science	Living things and their habitat Describe how living things are classified into	Animals including humans Identify and name the main parts of the human	Evolution and inheritance Recognise that living things have changed	Light Recognise that light appears to travel in straight lines	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number	



	<p>broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>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</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	
Computing	<p>Programming A - Variables in games</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Computing systems and networks - communication and collaboration</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design</p>	<p>Programming B - sensing movement</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Creating Media - 3D modelling</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing,</p>	<p>Creating media - webpage creation Google Log Ins Needed</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise</p>	<p>Data and information - spreadsheets</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Project Evolve - Self-image and identity</p>




	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Project Evolve - Online relationships and online reputation</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project Evolve - online bullying</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Project Evolve - managing online information</p>	<p>evaluating, and presenting data and information.</p> <p>use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Project Evolve - Health, well-being and lifestyles</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project Evolve - copyright and ownership</p>	
History		<p>Why was the Battle of Britain so important and how is it relevant to today?</p> <p>(Society, Invasion & legacy)</p> <p>Sticky Knowledge</p> <p>What events led up to the Battle of Britain?</p> <p>What was life like in 1940? (looking at artefact)</p> <p>How did the Home Front help in the Battle of Britain?</p>		<p>What similarities and differences are there between the Maya Civilisation and the Anglo-Saxons?</p> <p>(Society, Invasion & Settlement, Civilisation)</p> <p>Sticky Knowledge</p> <p>Who were the Mayas and what made them successful?</p> <p>How were the Maya and Anglo-Saxons ruled?</p> <p>How do the leaders of the Mayas and Anglo-Saxons compare?</p>		<p>How has the Power of the Monarchy changed over time?</p> <p>(Society, Monarchy, Power)</p> <p>Sticky Knowledge</p> <p>How did the Magna Carta change the power of the monarchy?</p> <p>How were power and religion linked during the Tudor era?</p> <p>How did King Charles I affect the monarchy and its power?</p>



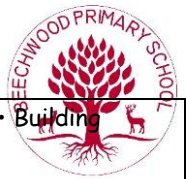
		What was the impact of raids on Britain?				
Geography	<p>How did immigration aid the war effort? (Place, Human and Physical Geography, Interconnectedness, Mapping)</p> <p>Sticky Knowledge Where did people migrate to Britain from? Why were certain places in the UK bombed? How did the political geography of Europe change post WWII?</p>		<p>What changes can we make to positively impact our environment? (Environment, place, scale, interconnectedness)</p> <p>Sticky Knowledge What is the current climate crisis? What action does our school community take to look after our environment? What can we do to secure the future of our planet?</p>		<p>How do mountains affect life and society? (Place, environment, human and physical geography)</p> <p>Sticky Knowledge What is a mountain and how are they formed? What are the Seven Summits? How is a mountain society structured and what is the impact of tourism?</p>	
Art		<p>Famous Artist: Peter Paul Rubens, Andrew Mason</p> <p>Medium - drawing and watercolour painting</p> <p>Skill Development (sticky knowledge) Different sketching techniques - hatching, stippling, cross-hatching, contour hatching, random hatching Use of different graded pencils</p> <p>Final Piece</p>	<p>Famous Artist: Georges Seurat</p> <p>Medium - Painting</p> <p>Skill Development (sticky knowledge) Impasto, Colour blocking, Texture, Blending, Lines</p> <p>Final Piece Create a water scene/ background - link to sea creatures (sketch) or ocean waste.</p>		<p>Famous Artist: Hokusai</p> <p>Medium (Draw, Paint, Sculpture, Mixed Media) Mixed media - monochromatic prints</p> <p>Skill Development (sticky knowledge) Oil pastels, printing</p> <p>Final Piece Create a multi-layered and multi-colored piece of Mount Everest in the style of Hokusai</p>	



		Battle of Britain - sketch of landscape with water colour background											
Design and Technology	Structures - Anderson Shelters Research and Technical knowledge Structures, building design, triangles, What is an Anderson Shelter? Why were they important? Make Make their Anderson Shelter Sticky knowledge Triangles and arches make stronger structures. Importance of reinforcement.				Technology - Design Research and Technical knowledge 3D Computing Design Research the construction of Maya Temples and what they were used for. Make Using Tinkercad, make their Maya temple Sticky knowledge Layering of shapes to make complex 3D shapes. Use of Tinkercad.		Sewing - Clothing Research and Technical knowledge Upcycling Clothing - Textiles linked to designing, making and evaluating their costumer for the Y6 production. Costumes linked their allocated role Make Make costume using the skills acquired Use of pin-tacking and selection of appropriate stitches to ensure durability of finished item. Sticky knowledge Use of pin-tacking and selection of appropriate stitches to ensure durability of finished item.						
PE	Indoor Gymnastics	Outdoor Football	Indoor Handball	Outdoor Hockey	Indoor Volleyball	Outdoor Basket Ball	Indoor Badminton	Outdoor Tennis	Indoor Team Building	Outdoor Tennis	Indoor Dance/ Production	Outdoor Athletics	
PSHE	Being me in my world Identifying goals for the year Global citizenship Children's universal rights		Celebrating Differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion		Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success		Healthy me Taking personal responsibility How substances affect the body		Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control		Changing Me (sex ed) Self-image Body image Puberty and feelings Conception to birth Reflections about change		



	Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Differences as conflict, difference as celebration Empathy	Making a difference in the world Motivation Recognising achievements Compliments	Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Assertiveness Technology safety Take responsibility with technology use	Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Music	WW2 This unit provides opportunities for pupils to listen to and appraise the music that was performed during World War 2. Pupils will also listen to some national anthems from the leading countries of World War 2 and learn to sing 'God save the Queen'.	Reggae In this unit pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical features and will listen to and appraise music by important reggae artists.	Artic In this unit pupils take inspiration from the musical devices used in Vivaldi's 'The Four Seasons, Winter', to explore how contrasts in music can be used to create programmatic soundscapes.	Garage band In this unit pupils use GarageBand to develop understanding of music technology. They explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation.	Electricity Taking inspiration from electrical circuits and symbols, pupils explore pulse, beat, rhythm and notation, writing and performing their own rhythm grid music. Pupils listen to some of the ways music was created using electricity during the first half of the 20th century.	Celebrations Using four celebrations from around the world, Chinese New Year (China), St Patrick's Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), pupils will learn that celebrations are an important aspect of culture, bringing communities together through dance and music.
RE	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam Theme: NB: This enquiry is taught in 2 sections over the term	
MFL	Cultural Unit - French History • France in WWI and WWII • Bastille Day • Napoleonic War • Also includes conversations - formal and informal. French Maths	My Home • Comparing houses in my street and town • Comparing houses between countries. • Designing a home Colours • Revision of work on colours Children	Animals • Revision of animals Children will learn: • Describing animal body Food • Revise previous work on food Children will learn: • Writing a menu	Clothing Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc Shopping	Holidays and Celebrations • Revision of previous year groups • Retelling a simple story, such as Christmas in French. • Describing position of holidays (before August, after	Sport and Hobbies • Revise work from previous year • Describing and planning a sporting event. This could link to the Olympics or Sports Day School and The Future • Revision of school Children will learn: • What I want to study at



	<ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction <p><i>My Community</i></p> <ul style="list-style-type: none"> • Initial recap of family and friends Children will learn: <ul style="list-style-type: none"> • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery 	<p>will learn:</p> <ul style="list-style-type: none"> • Describing physical appearances; 'blonde haired' • Applying grammatical rules correctly 	<p>for school</p> <ul style="list-style-type: none"> • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop <p><i>Calendar</i></p> <ul style="list-style-type: none"> • Revise previous work on time and calendars • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station 	<ul style="list-style-type: none"> • Revision of previous years. • At the market • Weights • Holding a conversation 	<p>Easter)</p> <ul style="list-style-type: none"> • Future holiday plans. Towns and Cities • Revision from previous year groups <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing cities around the world and comparing them. • Describing Seasons and the Planets • Revision of weather <p>Children will learn:</p> <ul style="list-style-type: none"> • Describing the seasons • Activities and the weather • Planets in our solar system 	<p>school/university</p> <ul style="list-style-type: none"> • Building sentences
Trips	Residential					Dinton Pastures