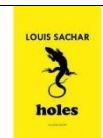
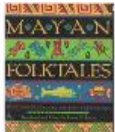
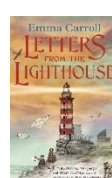
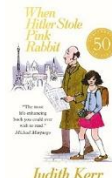
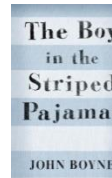
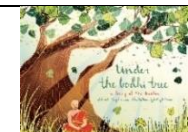


Our Curriculum Offer

2024-2025

Year 6

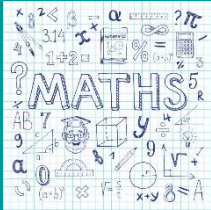


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who were the Mayans?	Moving On - Migration	Extreme Earth - Mighty Oceans	World War II - The Battle for Britain	Leave at your best!	
    	    	      	          	 	
Above and Beyond opportunities for our children in Year 6					
Big Start Primary Futures Visitor	Primary Futures Visitor Poetry week British Red Cross workshop	Money week Well-being week Primary Futures Visitor History boxes	World Book day Eden Camp Primary Futures Visitor	Primary Futures Visitor	Lockerbie Rose day Buddhist Temple Leavers' Performance

Reading  Our children will...					
VIPERS skills ongoing throughout the year  Vocabulary Find and explain the meaning of words in context  Infer Make and justify inferences using evidence from the text  Predict Predict what might happen from the details given and implied  Explain Explain how different aspects of the text affect the reader  Retrieve Retrieve and record information directly from the text  Summarise Summarise the key information and events from the text					
- Read and perform poems, discussing the use of language. - Discuss texts that have been read, building on and challenging ideas of others and using technical terms (metaphor, simile, analogy, imagery, style and effect).	Read a wide range of text types (myths, legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions), appreciating the value of genres that may not be their favourite	Recommend to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views and how morals in stories can be applied to real life situations.	- Distinguish between statements of fact and opinion and evaluate the bias apparent in a piece. - Use the contents and index pages to locate information.	- Building on their own and others' ideas and challenging views courteously - Make comparisons within and across books including comparisons of characters, settings and themes.	Explain how the context (cultural references and influences) in which texts are written and read contribute to meaning.
Writing  Our children will...					
Incorporate extended dialogue, action and description - based on sections of the Rainplayer book	Diary writing - Boy 87 Write information texts - Refugees and Migrants -What is a refugee v migrant -Why do people migrate? -Changes to population patterns around the world Write Performance Poetry - Poetry Week	Describe characters and settings in Kensuke's Kingdom Write in a persuasive style - Save the Oceans! <u>Grammar Focus:</u> subject, object	Use tension and suspense in letter writing - Olive's diary (based on Letters from the Lighthouse) Information page on Evacuation Why?	Persuasive write of Eden Camp- Why should you visit Eden Camp?	We are writers: Poetry focus

Write Newspaper reports – Mayan Discovery <u>Grammar Focus:</u> synonym, antonym, tenses <u>Consolidate:</u> Subordinate clause Direct speech Consonant and vowel Inverted commas Preposition Conjunction	-Brian Bilston Refugees -Undefeated <u>Consolidation of all grammatical terms and punctuation</u>	semi-colon, bullet points, ellipsis <u>Consolidate:</u> Relative pronoun Pronoun Possessive pronoun Relative clause, Parenthesis, Brackets Apostrophe, Comma	Where? How? Personal stories as text boxes. <u>Consolidation of all grammatical terms and punctuation</u>	<u>Consolidation of all grammatical terms and punctuation</u>	
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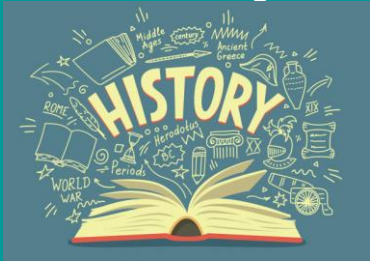
Maths



Our children will develop their skills in...

Place Value Addition and Subtraction Multiplication and Division	Fractions Measurement	Ratio Algebra Decimals	Fractions, Decimals and Percentages Perimeter, Area and Volume Statistics	Shape Geometry – position and direction	Consolidation projects and transition work
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History



Our children will ask...

	Why did the Mayans build pyramids? Make comparisons to the Ancient Egyptians.		Study of WW2 - Why did Britain have to go to war in 1939? - Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like?	
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	Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. <i>What was happening in Europe whilst the Mayans were in power?</i> Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc) Know key dates, characters and events of time studied 1. Why did the Maya build pyramids? Explore what the pyramids were like, what they were used for, how they were made. 2. Where did the Maya live? How were they so successful even though they lived in the jungle? 3. What was life like at the height of the Mayan civilisation? 4. How do we know what life was like 1000 years ago? 5. If the Maya were so civilized, why then did they believe in human sacrifice? 6. How can we solve the riddle of why the Mayan empire ended so quickly? 7. Why do you think we learn about the Mayan civilisation in school? https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/maya-keystage-2/		• What was life like in Britain during the time of the war? Role of Women, evacuation, Rationing. • Life in Nazi Germany • What was the Holocaust? • D-Day • Why did people migrate to Britain during and after WW2? https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/ Order significant events, movements and dates from different time periods on a timeline using BC and AD Identify and compare changes within and across different periods. Evaluate how events from the past have influenced life today. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Explain reasons why there may be different accounts of history	
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Science  Our children will...				
Find out about Living Things and Their Habitats • Give reasons for classifying plants and animals based on specific characteristics	Discover Evolution and Inheritance • recognise that living things have changed over time and that fossils provide	Explore Light • recognise that light appears to travel in straight lines	Explore Electricity • associate the brightness of a lamp or the volume	Investigate animals including humans • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification - Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). Focus on animals who live in the oceans and how their lives are being impacted by humans. - Working scientifically	information about living things that inhabited the Earth millions of years ago - 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 - Working scientifically Who was Mary Anning? Link to Science Investigate own lines of enquiry by posing questions to answer, considering multiple points of view. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Why should Mary Anning be remembered? What helped her to succeed as a woman in a man's world? How do we know about Mary Anning?	- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them - Working scientifically	of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram - pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. - Working scientifically	- describe the ways in which nutrients and water are transported within animals, including humans - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Working scientifically Work Scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments
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Art



Our children will...

Create sculptures using clay Sculpture – Clay Mayan Masks Awareness of the potential of the uses of sculpture. Learn to represent ideas and thoughts on a deeper level, using sculpture to express. To be expressive and analytical to adapt, extend and justify their work. Develops skills in using clay inc. slabs, coils, slips, etc. Makes a mould and uses plaster safely. Creates sculpture and constructions <u>Journey</u> 1. Mayan mask mood board 2. Practise clay techniques – score, slip, stick, smooth 3. Design own Mayan Masks 4. Make from clay 5. Paint	Improve skills in drawing. Creates sketchbooks as reference for reviewing and revisiting ideas. Explain the style work produced and how it has been influenced by a famous artist. Identify great artists and how their work has impacted on art today. <u>Journey - Shaun Tan Study</u> 1. Who is Shaun Tan? 2. What do his paintings/ drawings have in common? <u>Recap on pencil techniques from Year 5 (colour mixing, tones, tertiary colours, shades etc)</u> <u>Study and evaluate the 'head' series.</u> Henry Moore WW2 Shelter Art Creates sketchbooks as reference for reviewing and revisiting ideas. Study the work of famous artists Creates form and texture using a variety of techniques, e.g. shading. Begins to add perspective through single focal points and horizon. Shows a developing awareness of scale and proportion. <u>Journey</u> 1. practise pencil skills 2. analyse Henry Moore Shelter art	Develop skills in painting Learn about great artists, architects and designers in history – link to America Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. Shows an awareness of how paintings are created (composition) Use feedback to make amendments and improvements to art. Creates shades and tints using black and white. Chooses appropriate paint, paper and implements to adapt and extend their work. Carries out preliminary studies, tests media and materials and mixes appropriate colours. <u>Journey - Georgia O Keefe</u> 1. Who was Georgia O'Keefe? 2. Examine examples of her work and her techniques 3. Learn how to use watercolours and create different colours and effects 4. Create own composition using watercolours based on Georgia O'Keefe
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Design and Technology



Our children will...

Tin Alarm Box

-Design brief is to create a tin to keep your items safe and program an alarm.

[Cookie tin alarm | micro:bit \(microbit.org\)](https://microbit.org)

Use cams and followers to create a moving toy.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Select from and use a wider range of tools and equipment to perform practical tasks accurately.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Cams mechanisms (make a frame using 4 pieces of wood. Drill 1 hole on either side and 1 on the top to insert the cam and the follower)

Develop skills in cooking and nutrition - Dig for Victory war time menu

Design a meal using high protein and carbohydrate for survival of the fittest - brand and advertise with the ingredients and the nutritional value. Cook at Bingley Grammar.

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Geography



Our children will...

	AFRICA - BOY 87 Migration - KAPOW Why does population change? Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra). Create maps using aerial photographs and satellite images. Draw plans of increasing complexity Use maps sites on internet. Explain and understand trade links between countries (e.g. North America and Africa). COUNTRY STUDY - Eritrea Understand geographical similarities and differences through the study of human and physical geography of a region. Explain how natural resources affected early settlements in Eritrea. Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra). Natural resources - conflict - Africa - water - civil war	Oceans of the World (KAPOW - Why do the oceans matter?) Locate the key features of the marine biomes. Compare the different oceans, link to science - how are living things adapted to their environments. Create maps of oceans. Know where the main oceans, seas of the world and trenches are and compare them. Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra). Use the 8 points of the compass to give and follow directions using more complex maps. Begin to use six figure coordinates to locate features on a map Recognise and use OS map symbols and describe features shown on an OS map Draw and use maps and plan in a range of scales Draw plans of increasing complexity			Independent Fieldwork Study We are Geographers... <u>Can I carry out an independent fieldwork enquiry?</u> <u>(kapowprimary.com)</u>
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Our children will...

Athletics. (recapping fundamental skills). Outdoor Adventurous Activity (I) Swimming (NC & above and beyond)	Gymnastics (I) Dance (I)	Invasion Games (Tag Rugby) Invasion Games (Netball.)	Net and Wall (Tennis) Net and Wall (Badminton/ table tennis)	Striking and Fielding (Cricket) Striking and Fielding (Rounders)	Dance (2) Athletics (I)
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Computing



Our children will...

<u>Computer Science</u> CS26 Understand procedures and use them in their programs CS27 Design, create, evaluate and amend a program to meet a design brief	<u>Data Handling</u> DH20 Identify and collect appropriate data to answer their questions. DH21 Use data in an appropriate application to test a theory/hypothesis. DH22 Refine, search, filter, sort and graph data for purpose in a database or spreadsheet. DH23 Use a spreadsheet to create real life models of	<u>Media</u> M30 Independently combine various forms of media purposefully as part of a project. M31 Use a CAD application (3D design tool) to create a representation of an object.	<u>Computer Science</u> CS28 Use selection, variable, input and output to create a program using a physical device. CS29 Understand the difference between the internet and the world wide web and how data is transferred across the Internet.	<u>Media</u> M32 Edit and manipulate multi-track music and sound and refine for a given audience or project. M33 Evaluate and adapt individual features to enhance the overall presentation.	
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	information to offer a solution to a real life problem. DH2L Collect and represent data using infographics.				
Character and Culture  Our children will ask... P.S.H.E R.S.E R.E British Values Celebrations					
What is a rite of passage? <u>Family and Relationships</u> • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change Respect Harvest Festival, Halloween, Black History Month	How and why are Jewish festivals celebrated? <u>Health and Wellbeing</u> : What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health Tolerance World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	How do Sikhs symbolise their commitment? <u>Economic Wellbeing</u> • Money • Attitudes to money • Keeping money safe • Gambling • Career and aspirations • What jobs are available • Career routes Rule of Law New Year resolutions, Epiphany, Holocaust Memorial Day, Chinese New Year, Money Week	What do Hindu people believe about God? <u>Citizenship</u> • Responsibility • Human rights • Food choices and the environment • Caring for others • Community • Prejudice and discrimination • Valuing diversity • Democracy • National democracy Children's Mental Health Week, Safer Internet Day, International Women's Day, Lent, Easter, Ramadan	How do Buddhists live a meaningful life? <u>Safety and the Changing Body/ RSE</u> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth) Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day), Mental Health Awareness Week	How do Buddhists live a meaningful life? <u>Transition Lessons and Recap</u> • Moving on • Getting ready • Embracing change • What is identity • Identity and body image Individual Liberty - how is freedom linked to Human Rights? What are the international human rights? What would happen if one of your rights was removed? Link to work on refugees and asylum seekers.

Modern Foreign Languages 					
Phonetics 1-3	My Family	<u>The date</u>	<u>Do you have a pet?</u>	<u>My home</u>	<u>Clothes</u>
Presenting myself				<u>In my French house</u> Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.	
Music  Our children will learn to...					
KAPOW - Theme and variations (Theme: Pop Art)	KAPOW - Film music	KAPOW - Dynamics, pitch and texture (Coast - Fingal's Cave)	KAPOW - Songs of World War 2	KAPOW - Baroque	Y6 Production