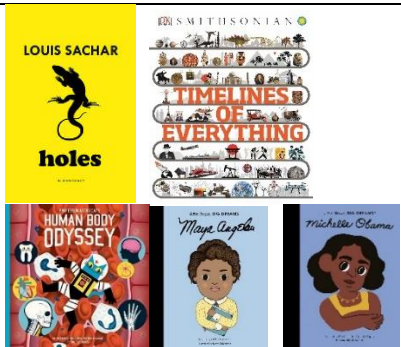
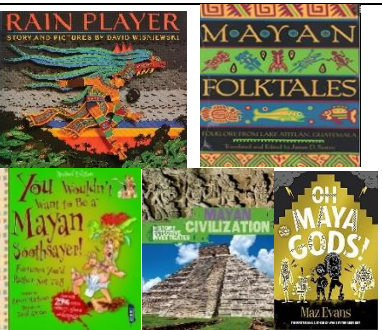
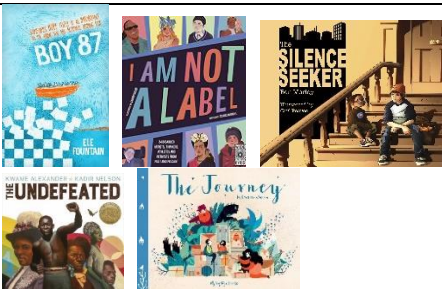


Our Curriculum Offer

2022-2023 Year 6



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extreme Earth - Mighty Oceans	Amazing America	Who were the Mayans?	World War II - The Battle for Britain		Moving On - Migration
					
Above and Beyond opportunities for our children in Year 6					
Big Start Primary Futures Visitor - marine conservation Virtual Tour https://oceanconservationtrust.org/	Primary Futures Visitor Poetry week	Money week Well-being week Primary Futures Visitor History boxes	World Book day Eden Camp Primary Futures Visitor History boxes	Buddhist Temple Primary Futures Visitor	Lockerbie Rose day Leavers' Performance British Red Cross workshop

Reading



Our children will...

VIPERS skills ongoing throughout the year



Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how different aspects of the text affect the reader	Retrieve and record information directly from the text	Summarise the key information and events from the text
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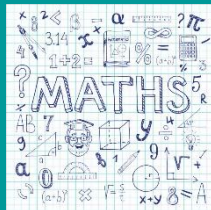
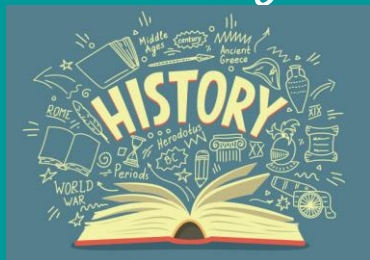
- Read and perform poems, discussing the use of language. - Discuss texts that have been read, building on and challenging ideas of others and using technical terms (metaphor, simile, analogy, imagery, style and effect).	Read a wide range of text types (myths, legends, traditional stories, modern fiction, fiction from our literacy 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.
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Writing



Our children will...

Describe characters and settings in Floodland. Write in a persuasive style - Save the Oceans! <u>Grammar Focus:</u> subject, object semi-colon, bullet points, ellipsis <u>Consolidate:</u> Relative pronoun Pronoun Possessive pronoun Relative clause, Parenthesis, Brackets Apostrophe, Comma	Write information texts about the Physical Features of the USA. Learn how to build emotions in characters through informal letters - Stanley writing home to his parents in Holes Tom Palmer writing week <u>Grammar Focus:</u> active, passive, hyphen, colon <u>Consolidate:</u> Dash, Ambiguity Modal verb Adverbial	Incorporate extended dialogue, action and description - based on sections of the Rainplayer book. Write Performance Poetry - Poetry Week Write Newspaper reports - Mayan Discovery <u>Grammar Focus:</u> synonym, antonym, tenses <u>Consolidate:</u> Subordinate clause Direct speech Consonant and vowel	Use tension and suspense in diary writing - Olive's diary (based on Letters from the Lighthouse) Write Information texts - The War in Britain <u>Consolidation of all grammatical terms and punctuation</u>	Build realistic action in narrative writing - Letters from the Lighthouse Write balanced arguments - Who was to blame for the start of WW2? <u>Consolidation of all grammatical terms and punctuation</u>	Combine all skills learnt this year into narrative writing - Boy 87 Write information texts - Refugees and Migrants <u>Consolidation of all grammatical terms and punctuation</u>
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	Determiner Statement, Question Exclamation, Command	Inverted commas Preposition Conjunction			
Maths  Our children will develop their knowledge 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
History  Our children will ask...					
How have the oceans changed over time? Evaluate how events from the past have influenced life today. Bring knowledge gathered from several sources together to answer questions and form contrasting arguments <i>How can we save our seas? Persuasive writing – compare different viewpoints when it comes</i>	What is American Independence Day? <i>Black History – Who is Barack Obama and how has he influenced the USA?</i> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Explain reasons why there may be different accounts of history – <i>How would the</i>	Why did the Mayans build pyramids? <i>Make comparisons to the Ancient Egyptians.</i> 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>	What was the Blitz? We will learn about how the Blitz affected life in Britain. 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? What was life like in Britain during the time of the war? What was the Holocaust? 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.	Why do people migrate? <i>Nile – link to Year 3</i> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. <i>The history of refugees – when have people throughout history needed to migrate and why? What was the Kindertransport?</i>	

to plastic waste or global warming. Recognise primary and secondary sources. Select and organise information to produce structured work, making appropriate use of dates and terms.	European view of American Independence differ from the American 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.	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/	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 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 examples from previous topics - Romans, Egyptians, American independence, Ancient Maya to work out why people move. Why do people migrate? Migrants Award-Winning CG Animated Short Film https://www.youtube.com/watch?v=ugPJi8kMK8Q https://phys.org/news/2016-02-humans-migrants.html - humans have always been migrants
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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
- 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*

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 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*

Explore Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- *Working scientifically*

Explore Electricity

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- 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*

Discover Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide 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*

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

Art



Our children will...

Improve skills in textiles.	Develop skills in painting	Create sculptures using clay	Improve skills in drawing.	Refine skills in drawing	Develop skills in printing.
Animal textile art Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Further develops experience in embellishing. Applies knowledge of different techniques to express feelings and ideas. Can work collaboratively on a larger scale. <u>Journey</u> - make a class turtle (each child to make a fabric hexagon to put together for the turtle's shell) 1. Practise techniques in sewing - recap from year 5 2. Learn skills in attaching and embellishing onto fabric	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 - what is art?</u> 1. What is the most expensive painting ever sold? Rank the paintings then reveal the prices (include Mark Rothko work)	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	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> Study and evaluate the 'head' series. Study drawings from The Arrival. Create own pencil composition based on Shaun Tan's pictures.	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 and other examples of pencil art 3. Learn more about Henry Moore 4. Perspective and focal points 5. Create own shelter drawings using perspective	African Pattern Printing Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Use zentangle patterns to print from onto fabric and paper.

3. Research design ideas for own hexagons - ocean themed 4. Make the hexagons	2. What makes people choose to buy a painting? 3. Who was Georgia O'Keefe? 4. Examine examples of her work and her techniques 5. Learn how to use watercolours and create different colours and effects 6. Create own composition using watercolours based on Georgia O'Keefe 				
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Design and Technology

Our children will...

Use programming to design and make their own 3D American adventure map. 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately.	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.	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.
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Apply their understanding of computing to program, monitor and control their products.	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)	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
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Geography



Our children will..

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	COUNTRY STUDY - USA KAPOW Would you like to live in the desert? Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, and major cities (San Francisco and Mexico City) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (e.g. Yorkshire), and a region in North America (e.g. The Great Plains). Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra Draw and use maps and plan in a range of scales Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key Use maps sites on internet.	COUNTRY STUDY - Mexico Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (e.g. Scotland), and a region in North America (Mexico). Explain how natural resources affected early settlements in North America (Mexico) (water, minerals and food). Compare and contrast the 6 main land biomes of the world (desert, savanna, deciduous forest, rainforest, taiga and tundra).	Find out how London was affected by the Blitz. City study - London - refer back to Year 2 learning Draw and use maps and plan in a range of scales Create maps using aerial photographs and satellite images. Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it Draw a variety of thematic maps based on their own data	Region study - Scottish Borders - Lockerbie Name and locate the key topographical features of the UK (including hills, mountains, coasts and rivers) Recognise and use OS map symbols and describe features shown on an OS map Compare the natural resources that are used to make energy. Identify land use patterns of the UK and understand how these aspects have changed over time. Identify the position and significance of latitude/longitude and the Prime/ Greenwich Meridian and time zones (including day and night) Compare and contrast the 4 major climate zones of the world (tropical zone, sub-tropics, temperate zone and cold zone) and explain how this is linked to the biomes. Use maps sites on internet.	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). Natural resources - conflict - Africa - water - civil war
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Draw plans of increasing complexity					
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P.E.



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.	<u>Media</u> M30 Independently combine various forms of media purposefully as part of a project.	<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	<u>Media</u> M32 Edit and manipulate multi-track music and sound and refine for a given audience or project.	
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	<u>DH22</u> Refine, search, filter, sort and graph data for purpose in a database or spreadsheet. <u>DH23</u> Use a spreadsheet to create real life models of information to offer a solution to a real life problem. <u>DH24</u> Collect and represent data using <u>infographics</u>.	<u>M31</u> Use a CAD application (3D design tool) to create a representation of an object.	world wide web and how data is transferred across the Internet.	<u>M33</u> Evaluate and adapt individual features to enhance the overall presentation.	
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Character and Culture



Our children will ask...

P.S.H.E R.S.E R.E British Values Celebrations					
How does growing up bring responsibilities? PSHE Family and Relationships Respect Harvest Festival, Halloween, Black History Month	How does growing up bring responsibilities? PSHE Health and Wellbeing Tolerance World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	What do Christians believe about Jesus' death and resurrection? PSHE Economic Wellbeing Rule of Law New Year resolutions, Epiphany, Holocaust Memorial Day, Chinese New Year, Money Week	What can we learn from the Buddhist way of life? PSHE Safety and the Changing Body Children's Mental Health Week, Safer Internet Day, International Women's Day, Lent, Easter, Ramadan	Consolidation of all RE units. RSE and Transition work in preparation for secondary school. PSHE Citizenship Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day), Mental Health Awareness Week	Consolidation of all RE units. RSE and Transition work in preparation for secondary school. PSHE Transition lessons and Recap 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.

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Modern Foreign Languages



Kapow: <u>French Sport and the Olympics</u> Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	<u>French football champions</u> Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.	<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.	<u>Planning a French holiday</u> Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.	<u>Visiting a town in France</u> Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.	<u>Optional recap</u> We have left this half term free as I know that this can be a busy time in Year 6. If you want to continue with your French learning, you could revise and recap or study language related to other topics!
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Music



Our children will learn to...

KAPOW - Dynamics, pitch and texture (Coast - Fingal's Cave)	KAPOW - Film music	KAPOW - Theme and variations (Theme: Pop Art)	KAPOW - Songs of World War 2	Fender - Ukuleles	Fender - Ukuleles
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