YEAR 6

Curriculum Coverage

RELIGIOUS EDUCATION SCHEME		
Term 1	**Term 2**	**Term 3**
Mission & Other Faiths Creation Prayers, Saints & feasts Christmas	Sacraments Advent Lent Holy Week/Easter	Revelations Sacraments Multi Faith Week

ENGLISH

	Term 1		Term 2		Term 3		
Narrative	Formal/Informal letters (2 weeks)		**Horror Stories – classic narrative (6 weeks)**		**Assessment Week (1 week)**		Recap previous Terms Genres (3 weeks)
Texts	Agony aunt newspaper/magazine examples Variety of formal/informal letters		Dracula, Hounds of the Baskervilles The sandman, Alma, Goosebumps		**Stories in the style of a Significant author – Just So stories (4 weeks)- Rudyard Kipling**		
Suggested final written outcome	Write a letter to Cain and Able, offering advice/ persuading a course of future action. Write a 'thank you' letter to PGL leader demonstrating shifts in formality.		Write a short chiller incorporating interim targets: setting and character description, year 6 punctuation, atmosphere, register, formality, dialogue, figurative language, phrases, paragraphs and active and passive		Write your own 'Just So' story, modifying an animal from its original form through acts of man or magical form.		**Playscripts and performing 3 weeks**
Non - Fiction	Dangle Short story Recount	**Biographies and Autobiographies and formal explanation writing** Entire Autumn 2 term.	**Chronological Police Report (2 weeks)**	**Instructions/explanation Persuasive Advertisement (4 weeks)**	**Balanced Argument Aswan Dam – Linked to History**		
Texts	Video	Various bio and autobiographical examples Written celebrity interviews with shifts of formality/ narrative examples/letters	Examples of reports. Newspaper articles and student's stories	Animation – Hover Bike short film Examples of manuals/instructions. Advertisements used to persuade.	Various historical recounts		
Suggested final written outcome	Write an improved recount written in the perspective of the main character	Write an autobiography/recount of the key events in your life to date Research and write a biography of a person/s of interest.	Compile a police report of a missing persons from a partner's thriller story. Write a newspaper report. Create character profiles!	Write a set of instructions and explanation manual/leaflet on how to use the Hoverbike You have created a new invention and must write a persuasive advertisement to boost sales	Consider different sides of an argument and decide on a course of action, Summarising your reasons in a report		
Poetry	**Classic Poetry (2 weeks)**		**The Power of Imagery (2 weeks)**		**Take one poet - Poetry appreciation (2 weeks**		
Texts			Spider and the fly – Howitt The Raven		Children's choice		

Suggested final written outcome		Write a poem in the style of 'Spider and the fly' Include: colons, semi-colons and dashes; dialogue, build tension, performance poetry, challenging language discussion and application.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart

MATHEMATICS

Term 1	Term 2	Term 3
Place Value Integers Multiplication and division Calculation problems Fractions Missing angles and lengths	Coordinates and shape Fractions BIDMAS Decimals and measures Percentages and statistics Proportion problems	SATS interventions and targeted lessons

SCIENCE

The school follows the Kent Science Scheme

Year 1			Year 2			Year 3			Year 4		
Forces, Simple Machines, Magnetism & Space	Particle Theory	Plants & Photosynthesis	Energy & Sound	Chemical Change	Human Health & Fitness	Electricity	Geology, Mixtures & Separation	Environment, Ecology & Evolution	Light	Acids & Alkalis	Senses
Year 5						**Year 6**					
Living things and their Habitats	Animals, Including Humans	Properties and Changes of materials	Earth and Space	Forces		Living things and their Habitats	Animals, Including Humans	Evolution and Inheritance	Light	Electricity	

	HISTORY	

	Topic 1	Topic 2
National Curriculum Aim	**An aspect or theme of British history (communication as exemplar)**	**Local History Study (World War 2 as exemplar)**
Be aware of the past and how people and events fit into chronological framework	• Create a 'bigger picture' of history – seeing how things fit together over a long time span • Arrange changes in sequence	Develop a chronological understanding of World War Two
Knowledge of event, people and changes over time	• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections • Tell that the ways we communicate have changed over time	Understand that war affected different people in different ways
Ask and answer questions about the past - Historical Enquiry	• Ask questions about the evidence we have about communication in the past	• Revise historically valid questions about World War Two
Understand the ways we find out about the past – drawing conclusions from sources	• Reach conclusions based on the evidence • Decide whether one change in how we communicate is more important than others.	• Understand how knowledge of the past is constructed from a range of sources • Recognise the strengths and limitations of local history as a way of telling the story of World War Two. • Use evidence to reach their own conclusion • Select evidence that supports their view of how the war affected the local area.
Represent the past in different ways using everyday historical/technical vocabulary.	• Decide how to present findings effectively using key vocabulary Beacon Illuminated letter Printing press Saga Social media Texting/Tweeting Morse Code	• Research, select, organise and communicate findings using key vocabulary Artefact Conscientious objector Conscription Evacuation Rationing Total war
Topic coverage guidelines (non-statutory req.)	• The changing power of monarchs using case studies such as John, Anne and Victoria • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • A significant turning point in British history, for example, the first railways or the Battle of Britain	• A depth study linked to one of the British areas of study • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

GEOGRAPHY SCHEME

Topic 1 - Our Safe Place!	Topic 2 - A Nile Cruise!
Key Questions: • Recognise and identify features of local area for our school. • What environmental factors affect the local area? • How can we help protect our local area? **Field work:** Nature walk and discuss the environmental factors that impact the local area, both human and physical (i.e. does local land use affect traffic? How do physical features effect these?) **Map work:** Identify local areas of the school. Place in context of Berkshire - England- UK. Topographical maps (based on nature walk). **Human features:** Link to parish plan. For example, children could check whether their concerns are shared by the parish council. **Statutory Requirements:** • Study of region of the UK. • Environmental focus. • Inclusion of map work, fieldwork. • The study of human and physical features and their impacts on each other. **Cross-curricula links:** • History ?? • Math	**Key Questions:** • What is a river? • What are the features of a river? • What countries does the Nile flow through? • Identify countries the Nile flows through (human, physical, biomes). • How does the Nile help people? **Map work:** Identify source, mouth, countries the Nile runs through, capital cities. Place in context of country, continent, hemisphere., long/lat. **Human features:** How does the Nile help people? **Statutory Requirements:** • Study of global physical feature. How they are created and their impact on human geography. • Study of countries not in UK, Europe or North or South America. • Climate, biomes, time zones, long/lat. • Map work **Cross-curricula links:** • Maths • History – Egyptian Civilisation

COMPUTINGSCHEME

*E-Safety Sessions every half term on how to use technology safely and respectfully, keeping personal information private and in identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies

	Term 1	Term 2	Term 3
Information Technology (Data, sound, Digital Imagery & Multimedia)	**Multimedia** • Select an appropriate medium to communicate information choosing content and structure showing awareness of audience and purpose • Plan, design and style content for a presentation, combine a range of sources, images, text, sound, considering the intended audience • Use formatting, design and editing tools to present different styles of information • Publish work collaboratively on a VLE/ learning platform for different audiences (Also see the strand Communicating, Collaborating and Publishing)		

	• Be confident in all aspects of the school's e-safety rules and consider issues such as copyright and plagiarism when using resources from the Internet – images and or sounds
	Digital Media
	Pupils will explore digital images and moving images in different contexts:
	• They will use a range of graphics, paint packages, cameras and capture devices, photo manipulation software, animation and film creating and editing.
	• They will also consider safe searching, copyright and privacy issues when sharing images with a wider audience
	• Using a variety of tools and Apps to create and manipulate an images
	• Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals
	• Choosing appropriate tools and techniques to create imagery for a specific task
	• Amending and combining digital images, animations and movies for a specific audience or task
	• Understand how images can be shared – understand who might see an image they have shared
	• Be able to talk about privacy in the context of digital imagery
	Music and Sound
	Pupils will explore sound in different contexts
	• They will understand that their sound can be added to different software to create multimedia
	• They will learn to use different software to create, edit and manipulate sounds
	• They will learn how to save retrieve edit and share their compositions or podcasts
	Collecting, Analysing, Evaluating and Presenting Data
	Pupils will explore data in different contexts:
	They will use charting software and databases to collect and present their data to support other areas of the curriculum such as science, geography, maths D and T. They will use data loggers or Apps on tablets to capture data. They will be introduced to spreadsheets to solve specific problems. They will consider data in the wider context; what types of information are stored, how to keep data secure and private
	• Begin to develop knowledge about how data is used in the world around them how/where it is collected. They will also consider issues such as accuracy, privacy and keeping data safe
	• Use spreadsheets to develop an understanding of simple functions and create a simple
	• budget Use a variety of tools to collect data – Data loggers, weather stations, Apps on tablets, sport related tools
	• Use the data collected to interpret, recognise patterns, describe events and answer questions
	• Use databases to detect anomalies and inaccuracies and understand the need for accuracy when entering data
	• Understand that personal data is collected by others for a variety of purposes – understand the consequences of losing data or incorrect data
	• Use a spread sheet to write formulae to carry out calculations and use them to solve problems
Digital Literacy (Communicating Collaborating & Digital Exploration)	**Communicating and Collaborating**
	In this strand the pupils will explore communication and collaboration tools. They will consider the e-safety rules and how this keeps them safe at school but also consider them in a wider context. They will learn how contributions online are stored and how to be a responsible member of online communities.
	• Importance of keeping personal information private on the web
	• Use a wide range of tools to communicate and collaborate online in different curriculum contexts
	• Talk confidently about cyber-bullying and how to prevent and respond to it
	• Show an understanding of personal safety when using devices and the possible implications of misuse
	• Know the risks when communicating and publishing within and beyond the school
	• Understand that the internet has many features that can enable communication between groups beyond their school and be aware of the impact of their own contributions and online presence
	• Understand the implications of being a responsible member of a connected community

Computer Science (Programming & Coding)
 	
Create and debug simple programs
	Programming, Coding and Controlling Devices
	Pupils will explore computer programming and computational thinking in different contexts. They should have opportunities to explain the thinking behind their algorithms, talking through the steps and explaining why they've solved a problem the way they have. They also need to be able to look at a simple programming project and explain what's going on.
	• Undertake creative projects using procedures and variables to achieve specific outcomes to create a game or an App or control a specific device
	• Build a sequence of instructions **Algorithms** to control a device, create a simulation, an App or game considering the **inputs** and **outputs**
	• The code can draw upon their knowledge of
	    • **Sub-procedures**
	    • Physical **inputs** and **outputs**
	    • **Values**, including random numbers
	    • *If . . . then* conditional commands
	    • **Variables**
	• Explain the purpose and function of the **code** in the project
	• Compare and contrast different coding languages they use recognising similarities and differences
	
	Digital Exploration
	Pupils will explore finding information on the Internet efficiently and safely considering plausibility, bias and accuracy of information
	They will explore concepts such as where information and digital files are stored, who might create them, how they can find information in a safe and productive way. They will understand not all information is correct and use methods to check for bias, and plausibility
	• Understand the need for responsible use on all connected devices and know how to deal with content that upsets them or is inappropriate.
	• Storing and retrieving digital content in different contexts
	• Begin understanding search engine technologies and developing search techniques to refine searches for specific content
	• Evaluating and analysing information for plausibility, bias and accuracy of information
	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

ART & DESIGN SCHEME	
Painting	• Can make choices regarding selection of suitable materials and equipment for particular projects. • Can create imaginative work form a variety of sources e.g. observational drawing themes, poetry and music • Can identify complimentary and contrasting colours
Printing	• Can create prints with three overlays • Can work into prints with a range of media i.e. pens felt tips, pencils, crayons and paint
Textiles	• Can use fabrics in various ways including creating 3D structures • To be able to execute a basic sewing project and use appropriate stitching • T know the difference between decorative and functional stitches
3D	• Is able to model from observation and imagination • Can apply various methods to join and sculpt clay effectively • Can follow a design plan/drawing and choose appropriate methods of modelling to suit the sculpture

	• Can produce intricate patterns and textures in malleable media
Drawing	• Draw accurate representations from observation • Explores colour mixing techniques using media like pencil crayons and felt tips • Is beginning to be able to apply one point
Collage	• Add collage to a painted, printed drawn background • Uses collage as a means of extending work from initial ideas

DESIGN TECHNOLOGY

	Term 1	Term 2	Term 3
Activity	**Electric Control**	**Mechanical toys – pulleys and motors**	**Construction with Fabric – sun hat/cap**
Design Skills	• Generating ideas and considering the user – is the electrical game suitable for a child to play • Sketching ad labelling drawings including measurements • Diagrams showing details of circuits	• Trying out ideas considering appearance and function • Use understanding of slowing speed down by use of pulleys and belt drive in final design • Final working drawing indicates materials and components to be used	• Modelling ideas with paper and sketching • Collecting ideas from looking at products made from fabric • Choosing appropriate fabric for the product – warm, stretchy • Consider the user when designing
Making Skills	• Using electrical components such as buzzers, bulbs and switches • Combining components with other construction materials such as card, correx, wood to create a well finished product • Produce a step by step plan	• Connecting motors in a circuit • Incorporating pulleys and a belt drive into a product • Applying finishing techniques • Evaluating the finished product – identifying strengths and weaknesses • Possible use of soldering iron	• Pattern cutting and construction • Sewing skills – use of running stitch, backstitch, tacking • Possible use of sewing machine • A simple plan to indicate steps in construction • Evaluating products
Knowledge & Understanding	• Connecting components together with a battery to form a circuit • How simple switches can be used to control a buzzer or light parallel • Safety using electricity WARN children about the dangers of using electricity	• Know how different sized pulleys are used to reduce or increase speed • Switches can be used to control an electrical circuit • Reversing the polarity of a motor will reverse its direction • Safety in using electricity • Vocabulary – pulley, belt drive, circuit	• Pattern cutting • Reinforcing/securing seams for a quality finish • Evaluating ade products – comfort, warmth, suitability for user • Combining fabrics to create more useful properties –interfacing to stiffen fabric, wadding for insulation

COOKING SCHEME

Design & make a new yoghurt based dessert	**Design & make a new bread based produce to sell**	**Design and make an all-in-one hand-held dish -** Year

	at school XMAS fete	
Design Skills	**Making Skills**	**Knowledge & Understanding**
• Research/surveying skills • Using taste tests to investigate potential ideas • Using flow carts to plan a sequence	• Moulding and casting food materials • Using sharp utensils to cut and shape food (under supervision) • Hygienic preparation of food area • More complex food packaging	• How to keep food fresh, safe storage • Characteristics of healthy foods • Food labelling • Shelf life of food products • Classification of food products

PHYSICAL EDUCATION

Term 1	Term 2	Term 3
PE Coach: Autumn 1: Football Autumn 2: Basketball **Class Teacher:** Autumn 1: Cross Country Running & Fitness Autumn 2: Tag Rugby	**PE Coach:** Spring1: Gymnastics Spring 2: Tactical play **Class Teacher:** Spring1: Dance Spring 2: Netball	**PE Coach:** Summer1: Running & Sport's Day Summer 2: Cricket **Class Teacher:** Summer1: Throwing and Jumping Summer 2: Rounders

MUSIC

Through Charanga music:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

MODERN FOREIGN LANGUAGES

- Listen and engage
- Ask and answer questions
- Speak in sentences
- Develop appropriate punctuation
- Show understanding of words and phrases
- Appreciate stories, songs, poems and rhymes
- Broaden vocabulary Have conversations, express opinions
- Present ideas and info orally
- Show understanding in simple reading
- Adapt known language to create new ideas

- Describe people, places and things

Understand basic grammar e.g. gender

PHYSICAL, SOCIAL, HEALTH EDUCATION & CITIZENSHIP	
PSCHE	**CITIZENSHIP**
Growth Mindset **Life Bus** **Friendships**	Democracy Moving on