

King's Oak Primary School



Year 6 Curriculum Plan - Academic Year 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>The Silver Sword Ian Serraillier Newsflash, diary entries, thought bubbles, formal and informal letters</p> <p>Reflections and evaluations of practical lessons.</p> <p>Weekly spellings: year 5-6 words and spelling rules</p> <p>Grammar: word classes, clauses and phrases, modal verbs, relative pronouns</p> <p>Composition: use a range of devices to build cohesion within and across paragraphs eg. conjunctions, adverbials of time and place, synonyms, pronouns</p>	<p>Goodnight MR Tom Michelle Magorian Emotion graphs, diary entries, character descriptions, dialogue showing characterisation</p> <p>Reflections and evaluations of practical lessons.</p> <p>Weekly spellings: year 5-6 words and spelling rules</p> <p>Grammar: active and passive voice, apostrophes for contraction and possession, subjunctive form</p> <p>Composition: in narrative, describe setting characters and atmosphere</p>	<p>The sleeper and the spindle Neil Gaiman Short narrative including dialogue, setting description, character description, newspaper report</p> <p>Non-chronological report in Science about a vertebrate group Reflections and evaluations of practical lessons.</p> <p>Weekly spellings: year 5-6 words and spelling rules</p> <p>Grammar: tenses, apostrophes (its or it's), semicolon</p> <p>Composition: use simple devices to structure writing and support reader eg. heading, sub heading, bullet points</p>	<p>The graveyard book Neil Gaiman Newsflash, character descriptions, short narrative, dialogue,</p> <p>Reflections and evaluations of practical lessons.</p> <p>Weekly spellings: year 5-6 words and spelling rules</p> <p>Grammar: synonyms and antonyms, commands, statements or questions, direct and reported speech</p> <p>Composition: integrate dialogue to convey character and advance the action</p>	<p>The graveyard book Neil Gaiman The hunger games Suzanne Collins Non-chronological report, diary entries, newsflash,</p> <p>Reflections and evaluations of practical lessons.</p> <p>Weekly spellings: year 5-6 words and spelling rules</p> <p>Grammar: prepositions and pronouns, adjectival phrases, determiners,</p> <p>Composition: To write effectively for a range of purposes and audiences</p>	<p>The hunger games Suzanne Collins Balanced argument, diary entries, description (setting and character) Precis Reflections and evaluations of practical lessons. Weekly spellings: year 5-6 words and spelling rules Grammar: dashes, hyphens, brackets, colons Composition: select language that shows a good awareness of the reader</p>

<p>Guided Reading</p>	<p>The Silver Sword Ian Serrailier</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing understand what they read by:</p>	<p>Goodnight MR Tom Michelle Magorian</p> <p>World War 2- non-fiction including propaganda</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of</p>	<p>The sleeper and the spindle Neil Gaiman</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing identifying how language, structure and</p>	<p>The graveyard book Neil Gaiman</p> <p>Darwin's Theory of evolution.</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of</p>	<p>The graveyard book Neil Gaiman</p> <p>The hunger games Suzanne Collins</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of</p>	<p>The hunger games Suzanne Collins</p> <p>maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons</p>
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	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied retrieve, record and present information from non-fiction</p>	<p>writing distinguish between statements of fact and opinion</p>	<p>presentation contribute to meaning discuss and evaluate how authors use language, including figurative language,</p>	<p>writing retrieve, record and present information from non-fiction</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas considering the impact on the reader</p>	<p>writing participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging</p>	<p>within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</p>
<p>Maths</p> <p>Calculating using knowledge of structures</p> <p>Multiples of 1000s</p> <p>Numbers up to 10,000,000</p>	<p>Formal written methods (Four operations)</p> <p>Multiplication & division</p>	<p>Division</p> <p>Fractions; equivalence and ordering, fractions of amounts</p> <p>shape - types of angles, measuring and drawing angles using a protractor</p>	<p>Fractions- four operations calculating</p> <p>Shape- properties of 2d and 3d shape, co-ordinates, translation, reflection</p> <p>Percentages of an amount</p>	<p>Shape- symmetry, scale drawings, radius, circumference</p> <p>Statistics</p> <p>Ratio and proportion</p> <p>Calculating using knowledge of structures</p> <p>Solving problems with 2 unknowns</p>		

					BIDMAS- Order of operations	
					Mean average	
Science	<p>Electricity</p> <p>Constructing simple circuits, notation of symbols, generating questions and fair testing</p>	<p>Light</p> <p>How we see, the eye, shadows, refraction, reflection, how we see colour</p>	<p>Living things and their habitats</p> <p>Classification keys, animal groups, viruses and microorganisms, classification of groups</p>	<p>Inheritance and evolution</p> <p>Hereditary vs environmental, selective breeding, Darwin's theory of evolution</p>	<p>Living things including animals: the cardiovascular system, circulatory system, the heart</p>	<p>Conception</p> <p>Puberty, development in the womb</p>
Computing	<p>E-safety</p> <p>judge what sort of privacy setting might be relevant to reducing different risks.</p> <p>-identify inappropriate content including spam/junk. -discuss scenarios involving online risk.</p> <p>-seek help from an adult when they see something that is unexpected and worrying.</p>	<p>E-safety</p> <p>Use the skills already developed to create content using unfamiliar technology</p> <p>-select and use and combine technology tools to create effects.</p> <p>-review and improve their own work and support</p> <p>-save retrieve and evaluate their work making amendments.</p> <p>-insert a resource from internet or personal life.</p>	<p>E-safety</p> <p>Podcasting on climate change</p> <p>collect audio from a variety of resources including internet clips.</p> <p>-use a digital device to record sounds and audio</p> <p>-trim, arrange and edit audio levels to improve quality</p> <p>-publish their animation and use a movie editing package to edit and refine.</p>	<p>E-safety</p> <p>use external triggers and infinite loops to demonstrate control</p> <p>-use conditional statements and edit variables.</p> <p>-decompose a problem into smaller parts to design an algorithm for a specific outcome and use them to write a program</p>	<p>E-safety</p> <p>search information using appropriate websites and advanced search functions within google</p> <p>-use strategies to check the reliability of information</p> <p>-talk about the way search results are selected and ranked</p> <p>-Tell you about copyright and acknowledge the sources of information.</p> <p>-check the reliability of a website including photos on site</p>	<p>E-safety</p> <p>Construct data on the most appropriate application</p> <p>-know how to interpret data, including spotting inaccurate data and comparing data/</p> <p>-use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets.</p> <p>-add data to existing databases.</p>

History	<p>World War 2 Chronology</p> <p>Causes of ww2</p> <p>Effect of WW2 on Britain and the people</p> <p>Main countries/leaders in WW2</p> <p>Identifying and using primary and secondary sources of evidence</p>	<p>Children's experiences in WW2- contrast between Britain and Poland.</p>			<p>How did Early Islamic civilisation influence our lives today?</p> <p>Why should we study early Islamic civilisation today?</p> <p>How was Islamic civilisation able to spread so far, so quickly?</p> <p>What can we learn about Early Islamic civilisation by the way Baghdad was set up?</p> <p>What was so special about Baghdad and how can we know?</p> <p>What was daily life like for rich people in Baghdad and Cordoba?</p> <p>Which of the early Islamic achievements have most effect on our lives today?</p>
Geography		<p>Countries involved in the war and locations</p>	<p>Climate change</p> <p>To understand of what climate change is and how human activities are contributing towards this.</p> <p>To develop awareness of and empathy for people and communities affected by climate change.</p> <p>To develop understanding of what climate change adaptation is and how some communities are adapting to the effects of climate change.</p>	<p>Transition - moving on to new schools</p> <p>New life experiences</p> <p>Reading bus timetables, maps to get to and from school and around new schools</p>	

			<p>To consider different actions which individuals, communities and decision makers can take to respond to climate change</p> <p>Fieldwork: use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘How can our school reduce its plastic waste?’, and ‘ How can we make our school grounds more bee friendly?’</p>			
RE	<p>Judaism: Why is the Torah important for Jewish people?</p>	<p>Christianity: How do Christians decide how to live? “What would Jesus do?”</p>	<p>Christianity: What do Christians believe Jesus did to “save” people?</p>	<p>Christianity: For Christians, what kind of king was Jesus?</p>	<p>Christainity: What matters most to Humanists and Christians?</p>	<p>Belief and faith: Creation and science: conflicting or complementary?</p>
PSHE	<p>Zones of regulation</p> <p>Being Me in My World</p> <p>class charter</p> <p>My Year ahead</p> <p>Being a Global Citizen</p> <p>Rights Respecting Lessons</p> <p>Celebrating Differences</p>		<p>Dreams and Goals</p> <p>Healthy Me</p> <p>Food</p> <p>Drugs and Alcohol</p> <p>Emergency Aid</p> <p>Emotional and Mental Health</p> <p>Managing Stress</p>		<p>Relationships</p> <p>My relationship web</p> <p>Love and loss one</p> <p>Love and loss two</p> <p>Power and Control</p> <p>Being safe with technology 1</p> <p>Being safe with technology</p>	

	<p>Am I normal?</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Why Bully/ Celebrate difference</p> <p><u>Anti-Bullying Week</u></p>				<p><u>Changing Me</u></p> <p>Self and Body image</p> <p>Puberty</p> <p>Girl talk/ Boy talk</p> <p>Babies- Conception to Birth</p> <p>Attraction</p> <p>Transition to Secondary School</p>	
PE	<p>Team building</p> <p>Dance</p>	<p>Invasion games (tag rugby)</p> <p>Dance- World War 2 themed dances</p>	<p>Netball</p> <p>Gymnastics</p>	<p>Netball</p> <p>Gymnastics</p>	<p>Striking and fielding (cricket)</p> <p>net/wall games (tennis)</p>	<p>Striking and fielding (cricket)</p> <p>net/wall games (tennis)</p>
Music	<p>WW2 songs</p>	<p>Charanga unit</p>	<p>Musical notation and appraisal</p>	<p>explore changes in metre</p> <p>explore compound time</p> <p>develop and explore irregular metre</p>	<p>exploring the binary form music structure, which led to the development of more styles like pop, soul and rock</p> <p>identify a piece of ternary form music</p> <p>exploring the characteristics of ternary form</p>	<p>history of musical structure</p> <p>Syncopation</p> <p>composers use melody within music to tell a story or express an emotion.</p> <p>how folk tunes have been learned throughout time and</p>

						how subjects for song tales were invented. exploring tonality in song
Art	WW2 paintings- watercolour, critical analysis- Explores the effect of light and colour, texture and tone on natural and man-made objects		Andy Goldsworthy- land art- Designs an artefact, using knowledge of techniques, for a specific outcome Sculpture- Experiments with soft sculpture; cuts and joins patterns, embellishing the components Collage- Experiments with approaches used by other artists photography- Explores negative and positive, Superimposes using a combination of techniques and photographs, Is aware of all basic principles and processes of photography, together with its limitations			French artists- including Matisse, critical evaluation of art using French
DT		Small model Anderson shelters Baking- WW2 ration recipes World war 2 independent home learning constructions	Design and test a flood proof house		Healthy recipes for independence	
Foreign Language	French Body parts and colours	French Body parts and colours	French Numbers and time	French Routines and times of the day	French Conjugating verbs	French French artists- including Matisse, critical evaluation of art using

