

	<b>Year 6 Federation of West Leigh Infants and Backwell C of E Junior School Curriculum Grid</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>School values</b>	<b>Diversity across the curriculum</b>					
	<b>Respect</b>	<b>Challenge</b>	<b>Aspiration</b>	<b>Responsibility</b>	<b>Confidence</b>	<b>Self-esteem &amp; celebration</b>
<b>Enrichment</b>	Visit to the Tithe Barn in Nailsea for a Victorian school experience day and a look at the local history of the Barn.				Lifeskills Camp Year 6 production Create a Maya Museum	
<b>English</b>	<b>We will be reading:</b> <ul style="list-style-type: none"> <li>- Street Child by Berlie Doherty</li> <li>- The Giant's Necklace by Michael Morpurgo</li> <li>- A Christmas Carol by Charles Dickens</li> </ul> <b>We will be writing:</b> <ul style="list-style-type: none"> <li>- First person narrative</li> <li>- Description</li> <li>- Character letter</li> <li>- Diary entry</li> <li>- Biography</li> <li>- Instructions (topic link)</li> <li>- Continuing a narrative</li> <li>- Newspaper report</li> <li>- Letter to persuade</li> </ul>		<b>We will be reading:</b> <ul style="list-style-type: none"> <li>- Shackleton's Journey by William Grill</li> <li>- Floodland by Marcus Sedgewick</li> </ul> <b>We will be writing:</b> <ul style="list-style-type: none"> <li>- Fact file</li> <li>- Formal letter</li> <li>- Log</li> <li>- Newspaper report</li> <li>- Recount</li> <li>- Explanation text (science link)</li> <li>- Information text (topic link)</li> <li>- Letter to advise/persuade</li> <li>- Balanced argument</li> <li>- First person narrative</li> </ul>		<b>We will be reading:</b> <ul style="list-style-type: none"> <li>- The Caravan by Pie Corbett</li> <li>- The Rain Player (Maya myth)</li> </ul> <b>We will be writing:</b> <ul style="list-style-type: none"> <li>- Short story</li> <li>- Newspaper report (CC link to H&amp;F week)</li> <li>- Myth</li> </ul>	
<b>Maths</b>	<b>We will be:</b> <ul style="list-style-type: none"> <li>• Working with numbers up to 10 million (including rounding and using negative numbers);</li> <li>• Using formal written methods to add &amp; subtract up to 5 digit numbers;</li> <li>• Using long and short methods to multiply and divide up to 4 digits by 2 digits;</li> <li>• Exploring factors, prime, squared and cubed numbers;</li> <li>• Mental maths strategies;</li> <li>• Order of operations (BODMAS);</li> <li>• Exploring fractions (including ordering, comparing, mixed and improper fractions and the four functions!)</li> <li>• Using co-ordinates in four quadrants, reflecting and translating shapes.</li> </ul>		<b>We will be:</b> <ul style="list-style-type: none"> <li>• Exploring decimals to 3 places;</li> <li>• Multiplying and dividing decimals;</li> <li>• Exploring the links between decimals, fractions and percentages (and how to convert them!);</li> <li>• Finding percentages of amounts;</li> <li>• Exploring algebra including finding and solving up to 2-step equations;</li> <li>• Converting between metric measures and exploring imperial measures;</li> <li>• Using area and perimeter with non-rectangular shapes (including finding the area of triangles) and finding the volume of shapes;</li> <li>• Exploring ratio, proportion and scale factors;</li> <li>• Investigate and interpret data using line graphs, pie charts and the mean average.</li> </ul>		<b>We will be:</b> <ul style="list-style-type: none"> <li>• Exploring properties of shape;</li> <li>• Using protractors and calculations to find missing angles;</li> <li>• Drawing shapes accurately;</li> <li>• Using nets of shapes to build 3D models (linked to our Maya topic!);</li> <li>• Revising key concepts and consolidating our mathematical skills and understanding through problem solving and team challenges.</li> </ul>	
<b>Topic</b>	<b>Victorians and the Industrial Revolution</b>		<b>Our World</b>		<b>Ancient Maya</b>	
<b>Big idea</b>	The Victorian era is a famous time in British history. As we learn and compare life then and now, we will be focusing on the significant changes to life in Britain that happened during this time; the growth of city life, the amazing inventions, the introduction of an education for all, the new ways to travel and the way life changed for the rich and the poor.		Where in the world? Do you know your longitude from your latitude? Would you be able to navigate your way across the globe, traversing mountains and avoiding volcanoes? Are you able to recognise climate zones and biomes and know how to survive in an earthquake zone? Join us as we journey around our amazing world and learn about its features, its wild weather and what we can do to protect and preserve it for the future.		Long, long ago, in a land many miles from here, lived an ancient civilisation. The people lived in amazing cities and were incredible astronomers and mathematicians. As well as this, they invented a complete writing system and farmed in difficult terrain. Who were they and why did they use chocolate instead of money?!	
<b>Key Drivers</b>	<b>History</b>		<b>Geography</b>		<b>History</b>	
<b>History</b>	When was the Victorian era and what were some of the key events of the time? What was life like for a Victorian school child? What Victorian past times were enjoyed by children? What were some of Victoria's achievements as queen and how did she change the public view of the monarchy? What jobs did poor children do and what was done to protect them? How did land use and life change from rural to city based? How did Bristol develop as an industrial city? What were the homes of the rich and poor like in the country and the city? How did the invention of the steam engine change manufacturing and travel? What was Brunel's contribution to society and the south west? What was the Great Exhibition and what was its impact on the British Empire and on Great Britain? How did the Victorians change Christmas?				When was the Maya civilisation? How do we use evidence to answer historical questions? How did Maya society work in their city states? What was so special about the Maya writing system? Why was the Maya calendar so important to the civilisation? Did the Maya have any religious beliefs? What would you find in a Maya city which tells us more about how they lived? Why was chocolate important to the Maya? Personal research opportunity – choose an aspect of Mayan life for your own personal research.	

<b>Geography</b>	<p>What was the British Empire and where in the world was it?          What was the slave triangle – what did it involve and how was it abolished?</p>	<p>What are the continents and oceans of the world?          What are lines of latitude and longitude and how are time zones created?          What makes up the world?          How are mountains formed?          How are volcanoes formed? Where do they occur and how do they affect people who live near them?          How do earthquakes happen? Where do they occur and how can people protect themselves from their effects?          What climate zones and biomes can you find across the world?          What types of extreme weather occur and what are their effects?          What is global warming and how can we reduce its impact?</p>	<p>Where was the Maya civilisation located?          What are the physical and climate features of the area in which they lived?          How did the Maya farm in their geographical environment?</p>
<b>Science</b>	<p><b>Light</b>          How do we see light?          Does light travel in straight lines?          Why does a straw look broken in a glass of water?          How do we see reflections?          What colour is light?          Who discovered how to split light?          How can we change shadows?  <b>Electricity</b>          What is the history of electricity? Who discovered it?          How do you make a bulb light up, buzzer sound and a switch work?          How do you create (and draw) a circuit?          How can you make a bulb brighter / buzzer louder?          Can you build a burgular alarm system?</p>	<p><b>Classification</b>          What is classification and why do we need it?          Who created the standard classification system?          What features can be used to classify living organisms?          What are microorganisms? Are they helpful or harmful?          Which conditions cause mould to grow?  <b>Evolution and inheritance</b>          What is inheritance? What have I inherited?          What is evolution?          Who discovered the Theory of Evolution?          What is adaptation? How do living creatures adapt to their environments?          What evidence do we have for evolution? How are fossils created?</p>	<p><b>Animals including the human body</b>          Why are the skeletal, digestive and circulatory systems important?          Why do we need nutrients?          What is a healthy diet and a healthy lifestyle? Why are they important?          What impact does exercise have on our bodies?          What are drugs and are they always harmful?</p>
<b>RE</b>	<p><b>How do we make moral choices?</b>          What wise words or sayings do we use to help us in our lives?          How do the ten commandments guide Jews and Christians and how have these rules had an impact on our society laws?          How do parables help us learn right from wrong?          How do we consider the consequences when making moral choices?          How do we make moral choices? What do we base our decisions on?          What types of moral choices do organisations make?          How can circumstances affect the decision made in a moral dilemma?          What moral dilemmas are there for our society today?  <b>CHRISTMAS: The Mystery of Christmas</b>  <u>Key Question:</u> What does Christmas Mean?  <u>Focus:</u> The Incarnation, The different and inconsistent versions of the story.  <u>Christian Message:</u> God came to earth as man. God is with humans in every human experience.</p>	<p><b>What do people believe about life?</b>          What big questions do people ask about life?          Why does life change so much?          Why aren't we always happy?          What do Christians believe about Jesus changing lives for the better?          What do Buddhists believe about why there is suffering in the world?          Why is there illness in the world and what do Christians believe Jesus' response is?          What do Christians and Buddhists believe about death and the afterlife?          Creation stories – what do people believe about where the world came from?  <b>EASTER: Crucifixion and Resurrection</b>  <u>Key Question:</u> What does the resurrection mean to Christians?  <u>Focus:</u> The first Easter Day and Jesus' later appearances to the disciples.  <u>Christian message:</u> Jesus died and rose again which means the triumph of hope over evil and death.</p>	<p><b>What is it like to be a Jew?</b>          What are the beginnings of the Jewish religion?          What is the importance of the ten commandments to Judaism?          What is the importance of the Shema to Jews?          Where do Jewish people worship?          What is Shabbat and why is it special?          What is Passover and how is the festival celebrated?          What do we know about how Jewish people pray?          Where in the world is the Jewish faith celebrated?  <b>Pentecost: The Holy Spirit Then and Today</b>  <u>Key Question:</u> What did the power of the Holy Spirit enable the disciples to do and what was the response of different community groups?          What place does the Holy Spirit have in the church today?  <u>Focus:</u> The change in the lives of the disciples.  <u>Christian Message:</u> The Holy Spirit is still at work today and available for all believers.</p>
<b>PSHME</b>	<p><b>Being Me in my World</b>          Identifying goals for the year, Global citizenship, Children's universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling  <b>Celebrating difference</b>          Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy</p>	<p><b>Dreams &amp; Goals</b>          Personal learning goals, in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments  <b>Healthy me</b>          Taking personal responsibility, How substances affect the body, Exploitation, including 'county lines' and gang culture, Emotional and mental health, Managing stress</p>	<p><b>Relationships</b>          Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use  <b>Changing Me</b>          Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition</p>
<b>Computing</b>	<p><b>E-safety</b>          How can I stay safe online?          What is a digital footprint?  <b>Young Authors</b>          How do illustrations support a story?          How do I move my work from one programme to another?          How can I present my story in an interesting way?</p>	<p><b>E-safety</b>          How can I communicate safely online?  <b>Coding languages</b>          What is a coder and why are they important?          What is 'drag and drop' coding and how do we use it?          What is Java script and how do we use it?</p>	<p><b>E-safety</b>          What is copyright and how does it affect me?  <b>Programming</b>          How do I create a game in Scratch with sprites, loops, sensors and conditional statements?          What is debugging and how can this solve glitches?</p>
<b>PE</b>	<p>Gymnastics – balance and rolling - working to improve our strength and coordination.          Dance – Victorian life of a child through movement – create sequences independently, in pairs and in small groups.</p>	<p>Circuit training – improving our own performance, stamina and fitness.</p>	<p>Rounders and cricket: we aim to develop our understanding of strategy, develop our team work and improve our hand eye coordination while having fun.</p>
<b>Art</b>	<p><b>Sketching:</b>          How can I use layering to create texture?          How do I create light and shadow effects?          What affect does smudging pencil marks have?  <b>Printing:</b></p>	<p><b>Watercolours:</b>          How was Hokusai and why is he famous?          What style did he invent and what are the key features of his style? Can you recreate them?          How does varying the hold of your brush affect the mark it makes?</p>	<p><b>Maya art:</b>          What shapes, forms and colours did they use and why?          How can we use blending and shading to create shadows and texture?</p>

	<p>Who was William Morris? What impact did he have on printing? Which works better: negative or positive printing? How can I create my own wallpaper print?</p> <p><b>Landscapes:</b> How did the Industrial Revolution impact on art? How do you create washes in watercolours? What happens when you add water / layers of paint? How can you create texture in watercolours? What different effects can you create with charcoal? What affect does smudging charcoal marks have? How can you use chalk to add detail?</p>	<p>What impact on your painting does adding black pen lines have?</p> <p><b>Blending media:</b> What type of marks can you make with oil pastels and how do they differ to charcoal? What effect does blending charcoal, chalk and pastel create? What effect does adding water clour pencils or PVA glue have to a watercolour?</p>	<p><b>Maya Masks:</b> What purposes did they have? Why did they use those colours and animals? Can we create our own Maya mask and explain the reasons behind the colour choices and patterns? How can we use PVA glue to seal a mask?</p>
<b>DT</b>	<p>Can we recreate an original Victoria sponge? How can we design a bridge from newspaper to cross a span and remain stable and strong. What shapes and structures add strength? How can we improve the aesthetic qualities of a Christmas stocking?</p>	<p>Using our own research and work in our topic, can we design and create our own eco – house and present our designs to our peers.</p>	<p>Treehouses – using research ideas, we work in teams to create the most amazing, interesting, stable and aesthetically pleasing tree house design in a day!</p>
<b>Music</b>	<p><b>Key focus pieces:</b> ‘The Storm’ by Britten, ‘Short Ride in a Fast Machine’ by Adams and ‘Zadoc the Priest’ by Handel. What style of music is it? When was it written? How do you feel about it? What image does it create in your mind? What are graphic scores and how do you use traditional music notation? What are dynamics, pitch, tempo and rhythm? How can we use these to compose our own pieces? Can you share your work?</p>	<p><b>Key focus pieces:</b> ‘Night on Bare Mountain’ by Mussorgsky, ‘Connect It’ by Meredith and ‘Mars’ by Holst. What style of music is it? When was it written? How do you feel about it? What image does it create in your mind? What are graphic scores and how do you use traditional music notation? What are dynamics, pitch, tempo, structure and rhythm? How does movement impact on a piece? What impact does layering have? How can we use these to compose our own pieces? Can you share your work?</p>	<p><b>Key focus pieces:</b> Silent movie music – Buster Keaton How did early film makers ‘tell’ a story with no dialogue? What music / sound affects would you use to tell this story? Can you work as a group to perform your piece? <b>Key focus:</b> Year 6 production singing How do we create a clear sound? How does breathing impact on our singing? How can we shape our singing to support the story and entertain the audience?</p>
<b>French</b>	<p><b>Our School - Notre ecole.</b> We will explore places around school and learn the vocabulary for these places. We will find out what subjects are studied in French schools and create our own French timetables. We will revise telling the time and create sentences to describe what we do in school at what time and in what place. We will find out how to describe people using adjectives and the verbs avoir (to have) and etre (to be) and will create our own Guess Who? game for the school staff!</p>	<p><b>Our World - Notre Monde</b> In parallel with our topic work, we will be discovering the world in French, finding out about continents, oceans and rivers. We will take a journey along the River Congo and revise how to describe the weather. We will look at how the future tense is formed in French and we will be creating our very own plan for an exploration down a mighty river.</p>	<p><b>Create a Café - Monter un Café</b> We will begin with a trip to a French café and learn what the exciting items on the menu are and how they might compare to an English café . We will learn the past perfect tense to help us tell others what we ate or drank yesterday and create some mini sketches about a visit to a café, ordering and paying for our food and drinks. We will also visit an ice cream shop and order our favourite flavours of ice cream before creating a set of instructions for a milkshake which we will then have to follow!</p>