

	<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>Aspiration</b>	<b>Challenge</b>	<b>Respect</b>	<b>Responsibility</b>	<b>Confidence and self esteem</b>	<b>Celebration</b>
<b>Enrichment</b>	WW2 Experience Day		Earthquake Experience Day		Camp Year 6 production	
<b>English</b>	<b>We will be reading:</b> <ul style="list-style-type: none"> <li>- Street Child by Berlie Doherty</li> <li>- If, by Rudyard Kipling - poetry</li> <li>- Letters From the Lighthouse by Emma Carroll</li> <li>- 10 Things Found in a Soldiers Pocket – poetry</li> </ul> <b>We will be writing:</b> <ul style="list-style-type: none"> <li>- Third person narrative</li> <li>- Continuing a narrative</li> <li>- Description</li> <li>- Diary entry</li> <li>- Recount – interview</li> <li>- Poetry</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> <li>- Non-fiction texts – Volcanoes/Earthquakes</li> </ul> <b>We will be writing:</b> <ul style="list-style-type: none"> <li>- Fact file</li> <li>- News report</li> <li>- Recount</li> <li>- Balanced argument</li> <li>- First person narrative</li> <li>- Explanation text</li> <li>- Non-chronological report</li> </ul>		<b>We will be reading:</b> <ul style="list-style-type: none"> <li>- The Caravan by Pie Corbett</li> <li>- The Giant’s Necklace by Michael Morpurgo</li> <li>- The Piano – film/music</li> </ul> <b>We will be writing:</b> <ul style="list-style-type: none"> <li>- Short story</li> <li>- News report</li> <li>- Letter to advise/persuade</li> <li>- First person narrative</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>• Recapping metric units of measure and how to convert between mm, cm, m and km; ml to ltr; and g to kg.</li> <li>• Converting between miles and kilometres using conversion graphs and formulae.</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>• 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</li> <li>• Revising key concepts and consolidating our mathematical skills and understanding through everyday maths challenges and problem solving.</li> </ul>	
<b>History</b>	WW2 How did people’s experiences differ in the South West during World War 2?		Windrush generation in Bristol Who are the Windrush Generation and what is their legacy in Bristol?		Early Islamic Civilisation How did Baghdad become the ‘City of Peace’?	
<b>Geography</b>	<b>Map Work</b> Oceans/continents/time zones Longitude/Latitude and 6 figure grid references Climate zones, vegetation belts and biomes across the world Non-UK Countries Locate main countries in Europe and North or South America. Locate and name principal cities.		<b>Volcanoes and Earthquakes</b> How are mountains formed? Layers of the Earth Plate Tectonics 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?		<b>Economic Activity in the UK</b> What are the key geographical features of the UK? What are the sectors of the UK economy? How sustainable is agriculture in the UK? How sustainable is energy generation in the UK? How sustainable is water use in the UK? How sustainable is the use of rare earth elements? How does automation affect the economic activity of the UK? How sustainable is waste management in the UK? How sustainable is the economic activity of the United Kingdom?	
<b>Science</b>	<b>Light</b> How do we see light? Does light travel in straight lines?		<b>Classification</b> What is classification and why do we need it? Who created the standard classification system?		<b>Animals including the human body</b> Why are the skeletal, digestive and circulatory systems important?	

	<p>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?</p> <p><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? Does it matter how long or fat a wire is when lighting a bulb?</p>	<p>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>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? What influences our world view? 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? What does it mean if God is loving and holy? 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> Was Jesus the Messiah?<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? Creation stories – what do people believe about where the world came from? 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?</p> <p><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?</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</p> <p><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</p> <p><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</p> <p><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> Managing Online Information Copyright</p> <p><b>Communication and collaboration</b> How is data transferred across the internet? What are domain names and packets? How can we safely (and legally) modify someone else's work? How can we share work responsibly?</p> <p><b>Web Page Creation</b> What makes a good website? How would you lay out your webpage? How will visitors navigate through your website? When should you use hyperlinks?</p>	<p><b>E-safety</b> Privacy and security Health, wellbeing and lifestyle</p> <p><b>Programming - Variables in a game</b> What are variables and how do they work? Design and create a game in Scratch: What variables will you use? What code do you need to create? How can you improve it?</p> <p><b>Introduction to spreadsheets</b> Collecting data and formatting a spreadsheet. What are formulas? How can we use formulas to complete calculations and how can duplication help us process data? Practical applications for spreadsheets and presentation of data.</p>	<p><b>E-safety</b> Online relationships Online reputation</p> <p><b>3D Modelling</b> What 3D models can we view on a computer? Modify, plan and create 3D model projects.</p> <p><b>Programming – Sensing movement</b> What is a micro:bit? What are if, then, else statements and how do they affect a programme? How do physical inputs affect a programme? Everyday applications for sensor inputs: step counters. Design your own step counter.</p>
<b>PE</b>	<p><b>OUTDOORS</b> Invasion games – Netball T1 Striking and fielding – Cricket T2</p> <p><b>INDOORS</b> Orienteering - T1 Dance – Samba T2</p>	<p><b>INDOORS</b> Gymnastics – T3 Dance – Street Art - T4</p> <p><b>OUTDOORS</b> Invasion games – Dodgeball T3 Invasion games – Hockey T4</p>	<p><b>INDOORS</b> Net and wall games – Volleyball T6 Health related exercise – T5</p> <p><b>OUTDOORS</b> Athletics - T5 Striking and Fielding Rounders - T6</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?</p> <p><b>Printing: T1</b></p>	<p><b>Graffiti T3</b> How can we create our own tag – lettering, outlining, shapes. How can street art improve our environment?</p>	<p><b>Islamic art (T5)</b> What shapes, forms and colours did they use and why? How can we use symmetry, shape and colour to create pattern and texture?</p> <p><b>Islamic Clay Tiles:</b></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>Blending media: T2 (WW2 based)</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?</p>	<p><b>Watercolours: T4</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? What impact on your painting does adding black pen lines have?</p>	<p>Can we create our own Islamic tiles and explain the reasons behind the colour choices and patterns? Glaze finished tiles <b>Frieda Kahlo (T6)</b> Who was Frieda Kahlo and what type of art is she famous for? Where did Frieda Kahlo get her inspiration? Why did Frieda Kahlo create so many self-portraits? Use our culture and collage to create our own self-portrait.</p>
<b>DT</b>	<p><b>T2</b> -What is the purpose and appearance of a Christmas stocking? Where can Santa put my presents? How can we construct them? What materials and features are needed? What stitches are useful in decorations? What stitches are useful in joining fabric? What knowledge and research will we need to plan and design our stocking? How can we test and evaluate are stocking?</p>	<p><b>T4</b> - What happens to buildings during an earthquake? What design modifications have been made to buildings to reduce damage during an earthquake? How can you strengthen materials and construction designs? How can you strengthen the joins in a construction? Design, construct, test and evaluate your earthquake-proof building.</p>	<p><b>T6</b> - What scenery and props are needed for the year 6 production? Research videos / images of similar productions by other theatre companies. Research the use of costumes and materials to create effects. What props are needed in this scene? What can we construct them out of? What additional materials will we need? How does a costume add / detract from a performance? Design and create props and costumes. <b>Food:</b> Healthy Eating: Pastry tarts What filling will your tart have? Examine commercial tarts – consider cost and packaging, ingredients, nutrition and sensory appreciation. Design questionnaire to gather consumer preferences. Make filled pastry tart following a recipe with their designed product in.</p>
<b>Music</b>	<p><b>Singing focus: Charanga “Happy”</b> <b>Key focus pieces: BBC Ten 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: BBC Ten 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> ‘Doctor Who’ by Delia Derbyshire. What style of music is it? What instruments do you hear? How are the sounds made? Graphic scores and musical notation to record ideas. Explore, collect and arrange found sounds in our environment to create an original composition. <b>Key focus: Year 6 production singing</b> 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>. Au Salon de The (intermediate)</b> We will explore French food and drink. <b>. At School - Notre école.</b> We will look at different subjects, locations and timetables at school.</p>	<p><b>. Regular Verbs</b> We will look at how regular verbs ending in –er and –ir conjugate depending on their pronoun. <b>. Me in the World - Notre Monde</b> We will look at what celebrations people enjoy, compare where they live and how to protect the planet.</p>	<p><b>. Irregular Verbs</b> We will look at how 4 key irregular verbs (avoir, être, aller, faire) and how they conjugate depending on their pronoun. <b>. The Weekend</b> We will revisit telling the time in more detail and look at how to say a range of weekend activities.</p>