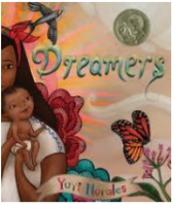
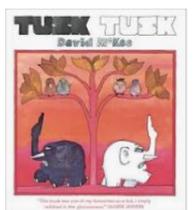
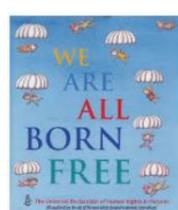
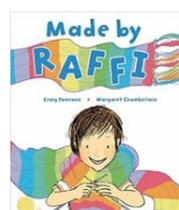
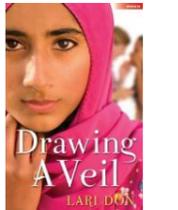
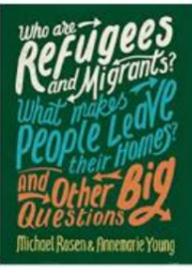
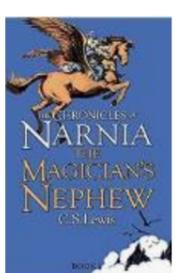
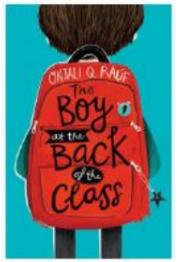
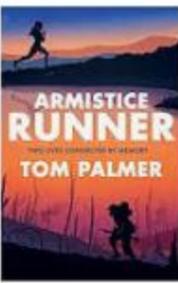
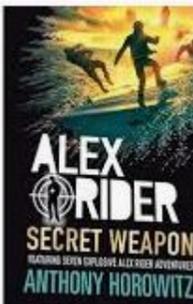
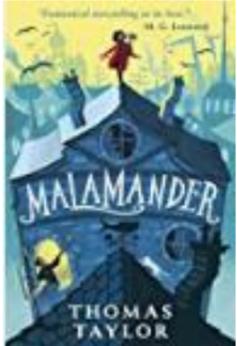
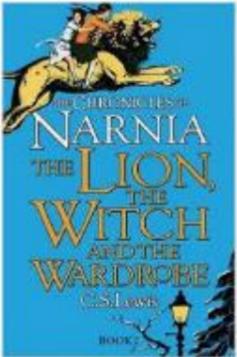
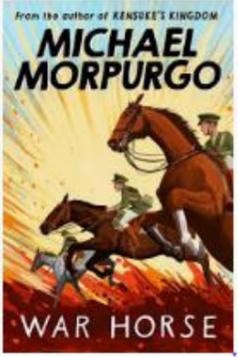
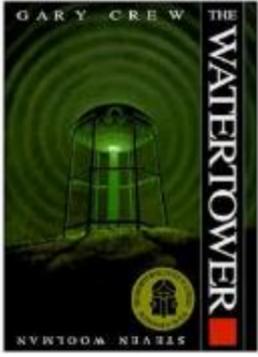
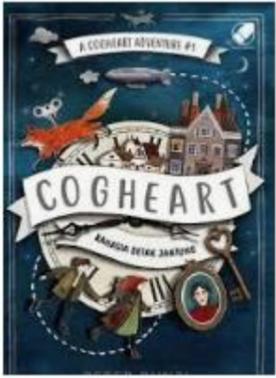




**Year Group Curriculum Plan  
Year 6**

2020/2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christian Value</b>	<b>Community</b>		<b>Peace</b>		<b>Wisdom</b>	
<b>RE Focus</b>	<b>What do some people believe in God and others don't?</b> <ul style="list-style-type: none"> <li>To explore key questions of belief</li> <li>To compare different Christian sources</li> <li>To examine the work of Christians scientists</li> <li>Talk about and reflect on the nature of belief</li> </ul>	<b>What would Jesus do?</b> <ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big' story of the Bible</li> <li>Examine the story of Jesus and explain his moral teachings and the impact that they had</li> <li>Explain connections between biblical texts and the idea of Jesus as the Messiah</li> </ul>	<b>Science and creation – conflicting or complementary?</b> <ul style="list-style-type: none"> <li>To make connections between the genesis story and Christians belief about God as the creator</li> <li>Evaluate whether the genesis story complementary to science or if they are conflicting ideas.</li> <li>Investigate the views of Christian scientists</li> <li>Explore the meaning of Psalm 8</li> </ul>	<b>What difference does the resurrection make to Christians?</b> <ul style="list-style-type: none"> <li>Outline the theory of the big bang</li> <li>Suggest meaning for resurrection accounts</li> <li>Explain connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope</li> <li>Make clear connections between Christian belief in the resurrection and how Christians worship on Good Friday and Easter Sunday</li> </ul>	<b>Why is pilgrimage important to Christians?</b> <ul style="list-style-type: none"> <li>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions</li> <li>Explain ways in which stories that lie behind sites of pilgrimage connect with belief</li> <li>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> </ul>	
<b>Key P4C Texts</b>	 					
<b>PHSCE Focus</b>	<b>How can we keep healthy as we grow?</b>		<b>How can the media influence people?</b>		<b>What will change as we become more independent? How do friendships change as we grow?</b>	
	<ul style="list-style-type: none"> <li>Growing and changing; Puberty</li> <li>Looking after ourselves; growing up; becoming independent; taking more responsibility</li> </ul>		<ul style="list-style-type: none"> <li>Media literacy and digital resilience; Influences and decision-making; online safety</li> </ul>		<ul style="list-style-type: none"> <li>Different relationships, changing and growing, adulthood, independence, moving to secondary school</li> </ul>	
<b>British Values Focus</b>	<b>Democracy</b> <ul style="list-style-type: none"> <li>Democracy for all</li> </ul>	<b>Rules and Law</b> <ul style="list-style-type: none"> <li>Rules and laws</li> </ul>	<b>Individual liberty</b>		<b>Mutual tolerance and respect for diversity</b>	
	<ul style="list-style-type: none"> <li>Democracy for all</li> </ul>	<ul style="list-style-type: none"> <li>Rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>Staying free and avoiding peer pressure</li> <li>Exploring human rights</li> <li>Exploring my individual liberty and my values</li> </ul>		<ul style="list-style-type: none"> <li>Writing a class People Equal poem</li> </ul>	
<b>Class Reader(s)</b>	 		 			

<p><b>English Text(s)</b></p>						
<p><b>English Focus</b></p>	<p><b>Narrative from different perspective / Instructions</b></p> <ul style="list-style-type: none"> <li>- Using dialogue to move the story on</li> <li>- KS grammar recap</li> <li>- Vocabulary work / development</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>- Using figurative language for effect</li> <li>- Creating atmosphere</li> <li>- Vocabulary work / development</li> </ul>	<p><b>War diaries / Formal letters</b></p> <ul style="list-style-type: none"> <li>- Formal / informal writing</li> <li>- Detailed description</li> <li>- Vocabulary work / development</li> </ul>	<p><b>Mystery story</b></p> <ul style="list-style-type: none"> <li>- Creating atmosphere</li> <li>- Suspense and pace</li> </ul> <p>Vocabulary work / development</p> <p><b>Easter week</b></p> <ul style="list-style-type: none"> <li>- Newspaper reports based on bible stories</li> </ul>	<p><b>Horror / Poetry</b></p> <ul style="list-style-type: none"> <li>- Vocabulary work / development</li> <li>- Creating atmosphere</li> </ul>	<p><b>Fantasy story</b></p> <ul style="list-style-type: none"> <li>- Consolidate and apply all writing all writing skills covered this year</li> </ul>
<p><b>Maths Focus</b></p>	<p><b>Place Value</b></p> <p>Read, write and order numbers up to 10,000,000</p> <p>Determine the value of each digit</p> <p>Round any number to a required degree of accuracy</p> <p>Use negative numbers in context and calculate intervals across 0</p> <p>Solve number and practical problems</p> <p><b>Four Operations</b></p> <p>Multiply four-digit numbers by two-digit numbers using formal written multiplication</p> <p>Divide four-digit numbers by two-digit numbers using formal division methods (long and short division)</p> <p>Perform mental calculations including mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Order of operations</p> <p>Solve addition and subtraction multi step problems in context</p> <p>Solve addition, subtraction, multiplication and division problems</p> <p>Use estimation to check answers</p>	<p><b>Fractions</b></p> <p>Use common fractions to simplify fractions</p> <p>Use common denominators to express fractions in the same denomination</p> <p>Compare and order fractions including fractions &gt;1</p> <p>Generate and describe linear number sequences with fractions</p> <p>Add and subtract fractions with different denominations and mixed numbers using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions</p> <p>Divide proper fractions by integers</p> <p>Problem solve and reason using fractions knowledge</p> <p><b>Position and direction</b></p> <p>Describe positions on a four-quadrant grid</p> <p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes</p>	<p><b>Decimals</b></p> <p>Identify the value of each digit in numbers given to three decimal places</p> <p>Multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</p> <p>Multiply 1-digit numbers with up to 2 decimal numbers by whole numbers</p> <p>Use written division methods in cases where answer has up to 2 decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p><b>Percentages</b></p> <p>Solve problems involving the calculation of percentages and use percentages for comparison</p> <p>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts</p> <p><b>Algebra</b></p> <p>Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p>	<p><b>Measurement: Converting units</b></p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation of up to three decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation of up to three decimal places</p> <p>Convert between miles and kilometres</p> <p><b>Measurement: Perimeter, area and volume</b></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of a parralelograms and triangles</p> <p>Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</p>	<p><b>Geometry: Properties of shape</b></p> <p>Draw 2d shapes using given dimensions and angles</p> <p>Compare and classify geometric shapes based on their properties and sizes</p> <p>Find unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>Recognise angles where they meet at a point, and are on a straight line, or are vertically opposite, and find missing angles</p> <p><b>Problem solving</b></p> <p>Consolidate understanding of all content covered this year through problem solving and reasoning activities</p>	<p><b>Problem solving / Investigations</b></p> <p>Complete maths projects designed to consolidate all prior learning in a variety of contexts</p>

			Enumerate possibilities of combinations of two variables	<p><b>Ratio</b></p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>		
<b>Science Focus</b>	<p><b>Could Spiderman really have existed?</b></p> <ul style="list-style-type: none"> <li>- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>- give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>What does a journey through our body look like?</b></p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Could you be the next Nintendo apprentice?</b></p> <ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- 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</li> <li>- use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Have we always looked like this?</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>How can you light up your life?</b></p> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- 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</li> <li>- 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</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	
<b>LCC Focus</b>	<p><b>What effect has Salts Mill had on the local area?</b></p> <ul style="list-style-type: none"> <li>- Investigate what England was like before the Industrial revolution, especially our local area</li> <li>- Explore and research the timeline of the Industrial revolution focussing on key events and people</li> <li>- The Saltaire story – Industrial Bradford, who was Titus Salt and why did he build the mill?</li> <li>- What happened to Salts mill after Salt's death</li> <li>- How did the textile industry encourage Immigration into Yorkshire and Lancashire?</li> <li>- Who is David Hockney and what is his link with Salts mill</li> <li>- What mills were there in East Morton with particular reference to those mentioned in our school song?</li> </ul>	<p><b>Where does water come from?</b></p> <ul style="list-style-type: none"> <li>- Locate the Greenwich meridian and time zones on a map</li> <li>- Compare the usage of the river Ganges in India and the river Aire</li> <li>- The water cycle</li> <li>- To understand and identify the main physical features of rivers within each of its courses</li> <li>- To understand why rivers flood and research the effects of flooding</li> <li>- To revise the key topographical features of an atlas</li> <li>- To complete a river study</li> </ul>	<p><b>What was the 'Golden Age' of Islamic civilisation?</b></p> <p>Can I locate Baghdad on a modern map and a map of the ancient world?</p> <p>Can I discover how Baghdad was established?</p> <p>Can I create a timeline covering some of the key events of the Islamic Civilisation?</p> <p>Why was Islamic Golden Age significant?</p> <p>Can I map the trade routes to and from Baghdad?</p> <p>What was the significance of the 'house of wisdom?'</p> <p>Can I map the spread of influence of Christianity and Islam?</p> <p>What impact has the Golden Age had on word etymology?</p> <p>Can I compare and contrast the Islamic Golden Age with Anglo Saxon Britain?</p> <p>Can I describe the legacy of the Golden Age?</p>			
<b>ART Focus</b>		<p><b>David Hockney</b></p> <p>Creating artwork using acrylics and water colour which captures movement and reflection in water.</p> <p><b>Georges Rouault (Easter week)</b></p> <p>Creating images from the Easter story in pastel and pencil.</p>				
<b>DT Focus</b>		<p><b>Enterprise week</b></p> <p>Prepare and cook a variety of prominently savoury dishes using a range of cooking techniques.</p>	<p><b>Computer program-controlled products</b></p> <p>Apply understanding of computing to program, monitor and control their products.</p>			

<p><b>Music Focus</b></p>	<p><b>Happy</b>  <b>Style:</b> Pop / Motown  <b>Links:</b> What makes us happy?</p>	<p><b>Classroom Jazz 2</b>  <b>Style:</b> Jazz / Latin / Blues  <b>Links:</b> History of music – Jazz in context</p>	<p><b>A New Year Carol</b>  <b>Style:</b> Western Classical (Benjamin Britten) / Gospel /Bhangra  <b>Links:</b> Literacy and history</p>	<p><b>Music and me</b>  <b>Style: V</b>  <b>Links:</b> Celebrating the role of women in the music industry in the last 100 years</p>	<p><b>You've Got a Friend</b>  <b>Style:</b> The music of Carole King  <b>Links:</b> Kings importance as a female composer of popular music</p>	<p><b>Reflect, Rewind &amp; Replay</b>  <b>Style:</b> Western Classical  <b>Links:</b> The history of music in context</p>
<p><b>PE Focus</b></p>	<p><b>Spatial Awareness &amp; Movement</b>          - To move confidently and safely into specific areas, in different ways, related to the activities that are being conducted. Changing direction, speed and stopping quickly.</p> <p><b>Young Leaders</b>          -To give Year 6 pupils the opportunity to lead an activity with small groups of children throughout the school year.          - To guide the pupils in how a 'Young Leader' leads.          - To identify the key skills that a 'Young Leader ' requires: Safety, Organisation, Communication, Co-operation, Enjoyment and Responsibility = <b>SOCCER</b>.          -To give the Year 6 pupils practical opportunities to lead with each other, then discuss, evaluate and improve.</p>	<p><b>Spatial Awareness &amp; Movement</b>          -To move confidently and safely in their own and general space, on and off apparatus. Making decisions to explore and travel safely.</p> <p><b>Athletics</b>          - To select and maintain a running pace for different distances and to build up stamina.          - To understand which technique is most effective when jumping or throwing for distance.          - To explore different footwork patterns and how they can improve an athlete's performance.          - Identify all the stages of an effective relay runner and apply these techniques to improve the team's performance.</p>	<p><b>Spatial Awareness &amp; Movement</b>          -To move confidently and safely in different ways, along different path ways. Changing rhythm, speed, levels and direction.</p> <p><b>Dance</b>          -Create and perform dances in a variety of styles consistently.          -Aware of and use musical structure, rhythm, mood and dance accordingly.          -Use appropriate criteria and terminology to evaluate a performance.</p>	<p><b>Spatial Awareness &amp; Movement</b>          -To move confidently and safely in different ways, along different path ways. Changing direction (forwards, backwards, left, right, turn, twist and diagonally). To use speed and or static positions to create space.</p> <p><b>Invasion Team Games</b>          -To be able to evade and tag an opponent.          -Play effectively as player in a quick changing game from attack to defence and vice versa.          - Refining attacking and defending skills across a range of invasion games.          -.Know when to defend and what skills could be used.          - Seize the opportunity to attack and score points..</p>	<p><b>Outdoor and Adventure</b>          -A can plan a route and a series of clues for someone else.          -I can plan with others taking into account safety and potential dangers.          - I can work as a team and communicate a route/ plan to others.</p> <p><b>Spatial Awareness &amp; Movement</b>          -To move confidently and safely in their own and general space, on and off apparatus. Making decisions to explore and travel safely.</p> <p><b>Gymnastics</b>          -Select a suitable routine to perform to different audiences.          -Transfer sequence above onto suitably arranged apparatus and floor..          - Perform a sequence as an individual; pair and group top a piece of music.          - Demonstrate a range of challenging balances using various skills and actions.</p>	<p><b>Spatial Awareness &amp; Movement</b>          -To move confidently and safely in different ways, along different path ways. Changing direction (forwards, backwards, left, right, turn, twist and diagonally). To use speed and or static positions to create space.</p> <p><b>Striking &amp; Fielding &amp; Net Wall</b>          -To use the correct swing technique and control with smooth swings keeping the path of the bat/racket the same.          -Serve the ball accurately enabling team mates to send it back accurately.          -Use a range of tactics for attacking and defending in the role of a bowler, batter and fielder.</p>
<p><b>Computing Focus</b></p>	<p><b>Coding</b>          - To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge.</p>	<p><b>Online Safety</b>          - Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.          -Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.          -Identify the benefits and risks of giving personal information and device access to different software.</p>	<p><b>Spreadsheets</b>          -Use of spreadsheets in 'real life'          - Creating a computational model</p> <p><b>Blogging</b>          -To understand how to write a blog.          -To consider the effect upon the audience of changing the visual properties of the blog.          -To understand the importance of regularly</p>	<p><b>Text Adventures</b>          -To code a map-based text adventure.</p>	<p><b>Networks</b>          -To research and find out about the age of the internet.          - To think about what the future might hold.</p>	<p><b>Quizzing</b>          - To learn how to use the question types within 2Quiz.          -To make a quiz that requires the player to search a database</p>

			updating the content of a blog.			
<b>MFL Focus</b>	<b>Core Unit 1</b>		<b>Core Unit 2</b>	<b>Core Unit 3</b>	<b>In France</b>	<b>The Future</b>
	<ul style="list-style-type: none"> <li>- Simple French greetings</li> <li>- Counting to 31</li> <li>- How are you?</li> <li>- What is your name and age?</li> <li>- My Family</li> </ul>		<ul style="list-style-type: none"> <li>- Colours</li> <li>- Countries</li> <li>- Likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>- Parts of the body</li> <li>- Clothes</li> <li>- Months</li> </ul>	<ul style="list-style-type: none"> <li>- Where in France?</li> <li>- In Paris</li> <li>- French food</li> </ul>	<ul style="list-style-type: none"> <li>- This weekend</li> <li>- Tomorrow</li> <li>- Comparisons</li> <li>- I am</li> </ul>
<b>Curriculum Enhancement</b>	<ul style="list-style-type: none"> <li>- LCC Hook – Design a mill town</li> <li>- English hook – Solve the clues to reveal the book</li> </ul>	<ul style="list-style-type: none"> <li>- Ballet project with the Northern Ballet</li> <li>- Robin Wood residential trip</li> <li>- Visit from Aire Rivers Trust (life cycle of salmon and river table)</li> <li>- Science week</li> <li>- English hook – Decode the clues on the treasure hunt</li> </ul>	<ul style="list-style-type: none"> <li>- English hook – Meet Boris the horse</li> <li>- LCC hook – Design and run an obstacle course</li> <li>- LCC – River study with Aire Rivers Trust</li> <li>- Art week – David Hockney</li> <li>- Enterprise week</li> </ul>	<ul style="list-style-type: none"> <li>- Easter week</li> <li>- English hook – UFO mystery</li> </ul>	<ul style="list-style-type: none"> <li>- English hook – Identify the elements of a terrifying tale</li> </ul>	<ul style="list-style-type: none"> <li>- Year 6 treat day</li> <li>- Year 6 Leavers' service at Bradford Cathedral</li> <li>- Dragon boat festival</li> <li>- Parent and teacher's vs children rounders match</li> <li>- Fast forward leavers' event</li> </ul>
<b>Home Learning Opportunities</b>	<ul style="list-style-type: none"> <li>- Visit Saltaire and Salts mill</li> <li>- Visit Hockney gallery</li> <li>- Visit Bradford Industrial museum</li> <li>- Visit local mills (East Morton) Investigate village history</li> </ul>		<ul style="list-style-type: none"> <li>- Visit Bolton Abbey / The strid</li> <li>- Visit Malham Cove</li> <li>- Investigate local rivers</li> <li>- Identify and complete local walks along the River Aire</li> <li>- Research the work of the Aire Rivers Trust and their aim of reintroducing salmon to the Aire (Visit Roberts Park to see example of industrial structures preventing salmon moving up and down stream)</li> <li>- Visit the Bradford Peace museum</li> </ul>		<ul style="list-style-type: none"> <li>- Visit Cartwright Hall to see examples of Islamic art and sculpture</li> <li>- Visit Jorvik to find out about Viking / Anglo Saxon life</li> <li>- Visit the Manchester museum Ancient Worlds exhibition</li> </ul>	