



Eversfield Preparatory School

Year 6

Curriculum Design 2023-2024

Compassion Aspiration Respect Endeavour



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Year 6 Annual Overview 2023-24

Year 6	English	Mathematics	Science	History	Geography	Digital Literacy
Michaelmas 1	Revising prose and poetry Revising non-fiction	<u>Final revision</u> Calculations, number, fractions, shape, measure & problem solving	Animals, including humans	World War II	Mountains	We are engineers: building and programming a robot
Michaelmas 2	Literature and war - prose	2D & 3D Shape Geometry – angles Statistics – Pie Charts Measurement	Electricity			We are app designers: programming in Thinkable
Lent 1	Literature and war - prose Literature and war - poetry I (Introduction, Napoleonic, Crimean)	Mental & written multiplication Mental & written division Mental & written calculation Fractions Café project	Evolution	Life in Britain after 1945 – Immigration to Britain through the decades	World food	We are musicians: creating a piece of music to go with a silent movie
Lent 2	Literature and war – Poetry 2 (WWI)	Calculating with fractions Fractions, percentages, ratio and proportion Translations & co-ordinates 2D & 3D Shape including circles	Light			Queen Elizabeth II and the changing roles of women in our society
Summer 1	Playscripts: Form 6 play preparation <i>Dracula</i> /Gothic texts	Measurement & averages Measurement, ratio & proportion Mental & written calculation Algebra & sequences Translation & co-ordinates	Living things	Beyond Face Value	The Americas - Brazil	We are publishers: creating a year book
Summer 2	Playscripts: (continued) Form 6 play preparation <i>Dracula</i> /Gothic texts	Measurement	Unipart challenge			The Aztecs

Year 6	Religion and Philosophy	PSHE	Games	PE	Art and Design	Music	MFL	Latin
Michaelmas 1	Relationships	Team building	Rugby or hockey	Gymnastics	Art: formal elements	Exploring rhythm: African drumming	Spanish: all about me	Minimus Secundus Roman myths
Michaelmas 2	Relationships	In the media		Dance	Art: design skills DT: 3D outcome	Exploring performance: Young Voices		
Lent 1	Faith and the Arts	Looking after myself	Football or netball	Athletics skills	Art: natural forms – pattern – drawing and printmaking	Exploring genre: Blues music 1	French: conversation skills	Minimus Secundus Roman myths
Lent 2	Easter	Money and me		Swimming	DT: design and clay	Exploring improvisation: Blues music 2	French: holiday language	
Summer 1	The family part 1	Growing up	Athletics and Cricket	Swimming	Art: cubism and still life painting	Exploring performance: Form 6 Production	French: souvenir shopping	Minimus Secundus Roman myths
Summer 2	The family part 2	Transition to secondary school	Cricket		Art: cubism and cardboard construction	Exploring performance: Form 6 Production	French: languages of the World	

Year 6 Michaelmas Term Curriculum Design 2023-24

Subject	Topic		Termly Objectives
ENGLISH	Reading and comprehension		Example Texts: <ul style="list-style-type: none"> • Various text extracts used in exam preparation • World War II focus: e.g. • <i>When Hitler Stole Pink Rabbit</i> – Judith Kerr, <i>The Diary Of Anne Frank</i>, <i>The Silver Sword</i> – Ian Serraillier
			<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • identify and comment on explicit and implicit points of view • recognise texts that contain features of more than one text type (e.g. persuasive letter) • prepare for factual research, considering what is known already • cope with different features of language e.g. dialect, colloquialism, abbreviation and specialist language • use PEE (Point, Evidence, Explain) to support predictions and inferences • use detailed knowledge of text types to make reasoned predictions • compare and contrast the styles of individual writers and poets providing examples • respond critically to issues raised in stories • identify and discuss themes and conventions in and across a wide range of writing
	Writing - composition	Narratives <i>Literature and war - prose</i>	<ul style="list-style-type: none"> • ensure writing is well-paced • ensure writing shows a secure grasp of the chosen genre • use references to the start of the story to signal a change at the end • use pathetic fallacy to support and illustrate a character's emotions/situation
Non-Fiction <i>Revising non-fiction</i>		<ul style="list-style-type: none"> • make assertive use of the characteristic language of the chosen text type • use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words • recognise how changing the word choice can change the meaning of the writing • know how style and vocabulary are linked to the purpose of the text • paragraph with an introductory sentence, followed by approximately three points of development 	

		<ul style="list-style-type: none"> • make intentional and effective use of the passive voice when presenting information • create links between ideas or events within paragraphs using appropriate conjunctions, adverbs or phrases, and use such devices to link one paragraph to another
	Poetry Revising poetry and prose	<ul style="list-style-type: none"> • write critically on the overall impact of poetry or prose, with reference to the text • identify recurrent themes and techniques in the writings of a given poet • annotate poems succinctly but meaningfully
	Writing - vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • use brackets, dashes or commas to indicate parenthesis • use semi-colons, colons or dashes to mark boundaries between independent clauses • use the perfect form of verbs to mark relationships of time and cause
	Writing - handwriting and presentation	<ul style="list-style-type: none"> • maintain a neat, fluent, joined style whilst writing at pace
	Speaking and listening	<ul style="list-style-type: none"> • discussion to explore key themes, techniques, language, background and characterisation in novels • recount a narrative and provide accurate and nuanced descriptions, including of feelings
MATHEMATICS	Number - place value	<ul style="list-style-type: none"> • revision
	Number - addition and subtraction	<ul style="list-style-type: none"> • revision
	Number - multiplication and division	<ul style="list-style-type: none"> • revision
	Number - fractions including decimals and percentages	<ul style="list-style-type: none"> • revision
	Measurements	<ul style="list-style-type: none"> • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate

		<ul style="list-style-type: none"> • use, read, write and convert between standard units, converting measurements of length and mass, from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • calculate the area of parallelograms and triangles • use, read and write standard units using decimal notation to up to three decimal places • recognise when it is possible to use the formulae for area and volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³) and extending to other units (for example, mm³ and km³)
	Geometry - properties of shapes	<ul style="list-style-type: none"> • draw 2D shapes using given dimensions and angles • recognise, describe and build simple 3D shapes, including making nets • compare and classify geometric shapes based on their properties and size and find unknown angles in any triangles, quadrilaterals, and regular polygons • complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes) • describe positions on the full coordinate grid (all four quadrants) • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	Statistics	<ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • solve comparison, sum and difference problems using information presented in all types of graph
	Ratio and proportion	<ul style="list-style-type: none"> • revision
	Algebra	<ul style="list-style-type: none"> • revision
SCIENCE	Animals including humans	<ul style="list-style-type: none"> • explain the function of the heart • locate and measure pulse rate • draw the path of blood through the heart, naming the four chambers • name and describe the functions of blood components

		<ul style="list-style-type: none"> describe the function of the lungs investigate the physical effects of exercise use a survey to gather information list the physical effects of smoking and alcohol formulate a healthy living plan
	Electricity	<ul style="list-style-type: none"> construct parallel circuits from circuit diagrams give reasons for the changes that occur when components are added or removed from a circuit explain how electricity is generated research and debate the pros and cons of different electricity generation methods calculate the energy used by some appliances using power rating x time
HISTORY	World War II Chronological awareness	<ul style="list-style-type: none"> place WWII on a timeline confidently use relevant dates and terms
	Depth and range of historical knowledge	<ul style="list-style-type: none"> write explanations to the cause and effect of WWII using evidence from primary and secondary sources make suggestion to how and why people may view the same event differently
	Understanding historical enquiry	<ul style="list-style-type: none"> bring knowledge gathered from several sources together in a fluent account on topic areas e.g. daily life would have been like in a wartime house, the blitz, protection from attacks, rationing and evacutaion
	Understanding historical interpretations	<ul style="list-style-type: none"> understanding how propaganda was used during the war to influence people consider ways of checking the accuracy of interpretations - fact or fiction and opinion
GEOGRAPHY	Mountains	<ul style="list-style-type: none"> understand what a mountain is and describe how they are formed locate the world's major mountain ranges
		<ul style="list-style-type: none"> identify the weather mountains experience know which animals live on mountains
DIGITAL LITERACY	We are engineers - building and programming a robot Skills	<ul style="list-style-type: none"> build a working robot program a robot to make simple movements use a switch to program a sensor write a looped program to automate robotic function
	Knowledge awareness	<ul style="list-style-type: none"> reaffirm the e-Safety rules when in school understand what a sensor does understand various robotic and programing terms

	We are app designers - programming in Thinkable Skills	<ul style="list-style-type: none"> • create a paper storyboard for an app • create a working app • develop a simple app to become a multi-screen app • include intuitive navigation within an app
	Knowledge awareness	<ul style="list-style-type: none"> • understand what an app is • understand how to use apps safely • look at best practice for design and navigation • reaffirm programming terminology
RELIGION AND PHILOSOPHY	Relationships	<ul style="list-style-type: none"> • learn about relationships and consequences eg: friendship, jealousy, rules, bullying through Christian stories • develop their thinking and communication skills linked to different religious beliefs and stories • engage in a variety of philosophical and problem solving activities • begin recording own enquiry • justify reasons with evidence examples • set own stimulus for enquiry • use the 4C thinking skills and use language developed from them
PSHE	Team building	<ul style="list-style-type: none"> • set class rules • know the difference between fact and opinion • practise justifying arguments using both fact and opinion, listening carefully to the opinions of others • understand that in many cases there is not a correct answer and that we may need to agree to disagree • demonstrate collaboration and leadership
	In the media	<ul style="list-style-type: none"> • learn that there are different types of media • understand how media and advertising can influence us • know that adverts on the internet are targeted at individuals • know that text and images used in media have often been manipulated • investigate how we use the internet • discuss ways in which the internet has changed society • know the age restrictions on media such as games, films, social media platforms
GAMES	Rugby Skill development	<ul style="list-style-type: none"> • improve rucking (3 from each side) • improve scrummaging (both hookers can contest) • pass with accuracy to a target under pressure

		<ul style="list-style-type: none"> • offloading the ball in the tackle • kicking
	Knowledge and understanding	<ul style="list-style-type: none"> • understand the rules for 9v9 contact rugby • specifically understand the off side rule at the ruck • kicking rules
	Applying tactics	<ul style="list-style-type: none"> • defensive line (flat) • attacking line (staggered) • using the side lines to aid defence • making decisions when going into contact on what to do with the ball • when and where to kick
	Hockey Skill development	<ul style="list-style-type: none"> • further develop dribbling skills • further develop tackling skills • improve the accuracy of shooting • improve the ability to stop the ball
	Knowledge and understanding	<ul style="list-style-type: none"> • know how to defend against an opponent • know the rules to play a small sided game (7v7) • short corners
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward • look for space • team shape (height, width, depth) • short corners • effective marking
PE	Gymnastics	<ul style="list-style-type: none"> • perform half and full turns in the air • create sequences of movements • jump onto a box using a squat jump and straddle or pike jump off • mirror a partner • use the floor and apparatus to create a routine
	Dance	<ul style="list-style-type: none"> • add a repetition, cannon and new movement to a dance • perform a dance in-front of your peers • give and take positive feedback about the dance • incorporate movements from other genres into a given dance

ART AND DESIGN	Formal elements – line tone, texture, colour and paint – bugs	<ul style="list-style-type: none"> develop skills in recording to develop skills in applying tone to deepen understanding of colour theory and ability to mix colours accurately be able to mix and apply consistent secondary/tertiary colours show independence in selecting equipment develop and refine skills in handling a variety of drawing media
	Design skills and 3D – bugs	<ul style="list-style-type: none"> develop skills in transferring ideas from 2D to 3D to be able to work with a variety of art materials safely to be able to create the different parts of the bug using papier-mâché to be able to use paint to effectively copy the original image to be able to evaluate and suggest improvements
MUSIC	Exploring rhythm - African drumming	An exploration into African music and the importance of rhythm, culminating in a performance of African rhythm patterns using Djembe drums
	Composing Performing	<ul style="list-style-type: none"> perform African drumming patterns on Djembe drums, demonstrating evidence of doom, slap and tap perform a variety of patterns at the same time within a group
	Appraising	<ul style="list-style-type: none"> listen to an example of African drumming research key music vocabulary associated with this genre
	Exploring performance	An exploration into preparing for a live performance, culminating in a public performance at Resorts World Arena
	Performing	<ul style="list-style-type: none"> learn and perform a series of contrasting songs as set by Young Voices with attention to diction, breath control, phrasing and intonation add choreography as directed participate in a live public performance at Resorts World Arena
	Appraising	<ul style="list-style-type: none"> research the origins of some of the songs, including film and theatre genres, spirituals and nationalistic pieces
MFL	Spanish – all about me	<ul style="list-style-type: none"> find out the names of family members in Spanish and learn them independently develop an awareness of subject pronouns in Spanish conjugate key verbs ‘tener’, ‘ser’ and ‘llamar’ to write simple sentences about themselves and their family
		<ul style="list-style-type: none"> use key opinion words to talk about what they like

		<ul style="list-style-type: none"> • use bilingual dictionaries to find out new vocabulary about their personal interests • learn at least 6 adjectives to describe family members • consolidate understanding of adjective agreements • use connectives and contrasts to link their ideas together to form an extended text about themselves
LATIN	Minimus: Roman myths Consolidation of prior knowledge	<ul style="list-style-type: none"> • revision of vocabulary and background information
	Minimus: Roman myths Understanding historical significance Developing an understanding of the language	<ul style="list-style-type: none"> • study the first four chapters of the <i>Minimus Secundus</i> book (<i>Iulius: Last Days at Vindolanda, Augustus: Iulius Joins the Army, September: On The Move, October: A New Way Of Life At Eboracum</i>) • emphasis will continue to be placed upon derivations in English and other European languages, especially French and Spanish • Roman myths will also be studied

Year 6 Lent Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives	
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> a wide selection of war poems from Napoleonic to World War I other supplementary non-fiction texts to support 	
		<ul style="list-style-type: none"> evaluate poetry texts by comparing how different sources treat the same information identify and describe the key characteristics about a writer's or a poet's style consider common themes across a range of poems assess how authors use language, including figurative language, and explain its effect on the reader explain how the language, structure, style and format of a text can affect its meaning read individually and listen to poems of different types at a variety of different levels of difficulty & in a range of different forms 	
	Writing - composition	Narratives <i>Literature and war - poetry</i>	<ul style="list-style-type: none"> comment on and explain the writer's use of language features e.g. rhyme and rhythm respond to themes and issues raised in poems studied by writing imaginatively from a given perspective distinguish between the language of speech and the more formal language of writing and choose the appropriate register
		Non-fiction	
		Poetry <i>Literature and war - poetry</i>	<ul style="list-style-type: none"> write own modern poem about warfare using techniques studied plan writing, noting ideas and developing these using imagination and discussion or appropriate reading or research re-read own and others' writing to assess its effectiveness and make sensible suggestions for improvement
Writing – vocabulary, grammar and punctuation		<ul style="list-style-type: none"> identify and use passive verbs to present information in an impersonal and objective manner use expanded noun phrases appropriately to convey complex information use hyphens in appropriate places in own writing 	

	Writing – handwriting and presentation	<ul style="list-style-type: none"> • have developed own, unique and consistent cursive writing style
	Speaking and listening	<ul style="list-style-type: none"> • ask relevant questions to extend understanding and increase knowledge • consider and evaluate different viewpoints, and potentially change opinion according to the contributions of others • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • perform poems to another person or to an audience using appropriate tone, volume and expression
MATHEMATICS	Number - multiplication and division	<ul style="list-style-type: none"> • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes • draw 2D shapes using given dimensions and angles • recognise, describe and build simple 3D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	Number - fractions including decimals and percentages	<ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
	Geometry - properties of shapes	<ul style="list-style-type: none"> • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns
	Ratio and proportion	<ul style="list-style-type: none"> • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes • draw 2D shapes using given dimensions and angles • recognise, describe and build simple 3D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

		<ul style="list-style-type: none"> recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
	Algebra	<ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
SCIENCE	Evolution	<ul style="list-style-type: none"> know that inheritance describes where our characteristics come from explain how we inherit traits group traits as either inherited or environmental describe the adaptations of an animal and a plant use models to explain Darwin's theory of natural selection explain how fossils provide evidence for evolution
	Light	<ul style="list-style-type: none"> investigate the behaviour of light as it passes through materials (reflection and refraction) draw ray diagrams to show how we see objects draw and label a human eye, describing the functions of each part dissect an eye, identifying the main parts
HISTORY	Immigration to Britain after 1945 Chronological awareness	<ul style="list-style-type: none"> place key events from life in that period in chronological order and map the different periods of immigration confidently use dates and terms
	Depth and range of historical knowledge	<ul style="list-style-type: none"> examine the wider short and long term causes and consequences of significant historical events, and the impact this had on others write explanations and compare how people's experiences in Britain were vastly different find out beliefs, behaviours and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period
	Understanding historical enquiry	<ul style="list-style-type: none"> immigration to Britain – what is immigration? Windrush generation – why they came and what problems did they face? SE Asian immigration – where did they come from and why? Refugees – what is a refugee?
	Understanding historical interpretations	<ul style="list-style-type: none"> link sources and work out how conclusions were arrived at use historical concepts to create structured accounts look at the different experiences people would have endured and how they differ/are similar

		<ul style="list-style-type: none"> compare and contrast Britain as a nation throughout history – are there any links to be made?
	Queen Elizabeth II and the changing roles of women in our society Chronological awareness	<ul style="list-style-type: none"> accurately place other periods studied in chronological order and take account of some overlap in duration and intervals between them position the Queen’s reign on a timeline and compare the timeline to the duration and position of the Queen’s timeline explored through this unit
	Depth and range of historical knowledge	<ul style="list-style-type: none"> make judgements about historical significance against historian Ian Dawson’s criteria through considering portraits of past and current monarchs, recognise that historical significance varies over time and interpretations that arise
	Understanding historical enquiry	<ul style="list-style-type: none"> who was Queen Elizabeth? why did the Queen become the Queen? Who are the royal family? how is the Queen represented? how have perceptions of Queen Elizabeth II been influenced by changing technology? what is the Queen’s role? how well does the Queen reflect society today? how might history remember Queen Elizabeth II? influential women in British society how has the role of women changed in society since 1945?
	Understanding historical interpretations	<ul style="list-style-type: none"> understand that different representations of the Queen might emerge due to different reasons understand how people might interpret her actions differently understand that some interpretations are more reliable than others
GEOGRAPHY	World food	<ul style="list-style-type: none"> know where our food comes from know food can be fresh, frozen or processed identify the causes of famine
	Chocolate	<ul style="list-style-type: none"> identify where does cocoa come from be aware that it may or may not be produced in a fair and ethical manner design and produce own chocolate bar
DIGITAL LITERACY	We are musicians - creating a piece of music to go with a silent movie	<ul style="list-style-type: none"> create a loop in a piece of music change the tempo of a piece of music add layers of instruments

	Skills	<ul style="list-style-type: none"> • synchronise music with a silent movie • merge sound and video together • present a video to peers
	Knowledge awareness	<ul style="list-style-type: none"> • awareness of post-production techniques • understand terminology relating to audio/video editing
	We are publishers: creating a year book Skills	<ul style="list-style-type: none"> • design and produce the school yearbook • collaborate on overall design/layout choices • proof read and peer review documents
	Knowledge awareness	<ul style="list-style-type: none"> • understand what is involved in publishing a book
RELIGION AND PHILOSOPHY	Faith and the Arts	<ul style="list-style-type: none"> • identify how we express our feelings and how they link with different religions • reflect on how feelings and emotions link with religion • compare ways a religious person might express worship and religious belief through art, music, drama and colour • begin to review process and how it can be improved • explain reasoning and investigate further questions • use the 4C thinking skills and use language developed from them
	Easter	<ul style="list-style-type: none"> • reflect on the main events and concepts of the Easter story in Christianity • express the themes of the story through the creative arts • begin to review process and how it can be improved • explain reasoning and investigate further questions • use the 4C thinking skills and use language developed from them
PSHE	Looking after myself	<ul style="list-style-type: none"> • list ways that we become more independent as we go from birth to Year 6 • learn about how to be safe when travelling without an adult, eg: to secondary school • learn about the changing risks associated with using the internet as we get older • think about how to be safe when left at home alone • know the rules around sharing on social media • recognise what it means to 'know' someone online and what a catfish is • recognise the importance of self-respect and explore feelings about yourself • know how to have a healthy sleep routine
	Money and me	<ul style="list-style-type: none"> • learn about wages and why we pay taxes • investigate the cost of the activities that we take part in

		<ul style="list-style-type: none"> • learn about the law in relation to finding/ taking money • investigate the environmental cost of the energy that we use in this country • know how people's spending decisions can affect others and the environment e.g. fair trade, single-use plastics, giving to charity • know the risks associated with money, e.g. loss or theft and how to keep money safe
GAMES	Football Skill development	<ul style="list-style-type: none"> • improve the control of the ball from the air • pass the ball with greater accuracy whilst moving, using both feet • improve the accuracy of shooting
	Knowledge and understanding	<ul style="list-style-type: none"> • know what a defensive stance is • know the rules for a 7v7 game • improve decision making on the ball
	Applying tactics	<ul style="list-style-type: none"> • move the ball forward • look for space • look for team-mates in a better field position • team shape (height, width, depth) • use pressure/ cover in defence
	Netball Skill development	<ul style="list-style-type: none"> • further develop shooting skills • pass in different ways
	Knowledge and understanding	<ul style="list-style-type: none"> • Hi5 positions and roles • netball 7's positions and roles
	Applying tactics	<ul style="list-style-type: none"> • pass down the wings through the neutral zone • keep the ball in the attacking third • stage 2 defending • move the ball through the centre third
PE	Athletics skills	<ul style="list-style-type: none"> • develop high jump technique (scissors and Fosbury flop jump) • develop long jump technique • develop bull nosed javelin throw • refine sprinting technique • develop sprint starts
	Swimming	<ul style="list-style-type: none"> • refine breaststroke arms and legs • breaststroke timing – arms, legs and breathing • water safety

		<ul style="list-style-type: none"> • surface dives – feet first and head first
ART AND DESIGN	Natural forms – drawing, pattern and printmaking	<ul style="list-style-type: none"> • to refine and improve drawing skills using a range of dry media • to record from observation • to record from secondary sources • to understand the work of artist Carolee Clark • to know what printing is • to produce a print of own drawing
	Design and clay	<ul style="list-style-type: none"> • use artist inspiration to design a clay outcome • use the following clay techniques successfully • impress, incise, slabbing, cutting and relief
MUSIC	Exploring genre – Blues music 1 Composing Performing	An exploration into Blues music genre, culminating in the performance of a 12-Bar Blues on a keyboard using both hands
	Appraising	<ul style="list-style-type: none"> • learn and perform a 12-Bar Blues melodic line and chord sequence using both hands together • add an appropriate rhythmic improvisation to the chordal accompaniment
	Exploring improvisation - Blues music 2 Composing Performing Appraising	An exploration of Blues music genre, culminating in the performance of a Blues song showing evidence of improvisation
		<ul style="list-style-type: none"> • compose two verses of a Blues song following a given metre which tells a story • perform a song in Blues style showing evidence of improvisation
		<ul style="list-style-type: none"> • a study of the history of Blues • listen to early twentieth century Blues songs
MFL	French – conversation skills	<ul style="list-style-type: none"> • develop speaking and listening skills through role play activities • take part in several conversations with increasing independence, learning questions and answers to match their interests
	French – holiday language	<ul style="list-style-type: none"> • learn the names of traditional French foods • learn key vocabulary to order food • independently research the names of additional French dishes and create their own French menu • prepare and perform a restaurant role play
LATIN	Minimus - Roman myths Consolidation of prior knowledge	<ul style="list-style-type: none"> • revision of vocabulary and background information

	<p>Minimus - Roman myths</p> <p>Understanding historical significance</p> <p>Developing an understanding of the language</p>	<ul style="list-style-type: none">• study the next four chapters of the <i>Minimus Secundus</i> book (<i>December: Time for Celebration, January: New Beginnings and February: Time for some Greek</i>)• emphasis will continue to be placed upon derivations in English and other European languages, especially French and Spanish• Roman myths will also be studied
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Year 6 Summer Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives	
ENGLISH	Reading and comprehension	Example Texts: <ul style="list-style-type: none"> • webpage advertisement for <i>Whitby experience</i> • extracts from <i>Dracula</i> by Bram Stoker • extracts from other Gothic texts – <i>The Castle Of Otranto, The Monk</i> • play scripts 	
		<ul style="list-style-type: none"> • investigate how language is used to set the mood of a play and introduce character • explore the key linguistic and structural features • understand the key features of the Gothic horror genre • critique how a persuasive text uses language and content to manipulate its reader • explore how a writer develops patterns of imagery throughout a text • consider differences between play script, novel and film adaptations of a text • evaluate the cultural significance of a classic text and its cultural appropriation • understand that texts reflect the time and culture in which they were written • identify different character types across a range of texts • identify themes across a range of texts (social, cultural and historical) 	
	Writing - composition	Narratives <i>Playscripts - Dracula</i> <i>Play preparation</i>	<ul style="list-style-type: none"> • write a persuasive letter using the key rhetorical devices • write own Gothic horror story • use dialogue in narratives, both to develop character and to advance the action • research and make notes on key features on vampire folklore and history
		Non-fiction	<ul style="list-style-type: none"> • write character studies for main characters • retrieve, record and present information from non-fiction • use examples and connectives phrases to establish links and guide the reader
		Poetry	
Writing – vocabulary, grammar and punctuation		<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing • use connectives as signposts to indicate a change of tone 	

	Writing – handwriting and presentation	<ul style="list-style-type: none"> • have developed own, unique and consistent cursive writing style
	Speaking and listening	<ul style="list-style-type: none"> • articulate and give reasons for answers and opinions, and develop a reasoned argument • participate with confidence in in role play and improvisations, performances and presentations, discussions and debates • participate in discussions about books that are read to them and those they can read for themselves
MATHEMATICS	Number - addition, subtraction, multiplication and division	<ul style="list-style-type: none"> • perform mental calculations, including with mixed operations and large numbers and decimals • solve all four operation multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use their knowledge of the order of operations to carry out calculations involving the four operations • use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	Measurements	<ul style="list-style-type: none"> • use negative numbers in context, and calculate intervals across zero • order and compare numbers including integers, decimals and negative numbers • solve problems involving similar shapes where the scale factor is known or can be found • 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 to up to three decimal places • solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate • solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • convert between miles and kilometres

		<ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places where appropriate • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units (for example, mm^3 and km^3)
	Geometry - properties of shapes	<ul style="list-style-type: none"> • draw 2D shapes using given dimensions and angles • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	Statistics	<ul style="list-style-type: none"> • calculate and interpret the mean as an average • solve comparison, sum and difference problems using information presented in all types of graph • calculate and interpret the mean as an average
	Ratio and proportion	<ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
	Algebra	<ul style="list-style-type: none"> • describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal • use simple formulae • generate and describe linear number sequences
SCIENCE	Living things	<ul style="list-style-type: none"> • explain why living things are classified into groups • research the life and work of Carl Linnaeus • recall the main groups in the animal kingdom (phyla) • recall the three main types of microbe • list uses and risks associated with microbes • explain how vaccinations work • investigate the factors that affect useful microbes such as yeast

	Unipart challenge	<ul style="list-style-type: none"> recall some of the important work engineers do design a battery operated car, using professional design sheets build a circuit to operate a car build a car that can travel at least 1 metre collaborate with others to complete a task show perseverance and versatility when something does not work for the first time evaluate a project, suggesting improvements perform a presentation to engineers
HISTORY	Beyond face value (historical skills) Chronological awareness	<ul style="list-style-type: none"> compare different times in the past confidently use relevant dates and terms e.g. BC/AD
	Depth and range of historical knowledge	<ul style="list-style-type: none"> write explanations to the cause and effect about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings make suggestions to how and why people may view the same event differently
	Understanding historical enquiry	<p>Theseus and the Minotaur - Fact or Fiction?</p> <ul style="list-style-type: none"> find clues to prove that Theseus and the Minotaur may be factual draw conclusions about the question from different sources <p>Elizabeth I - Things are not what they seem!</p> <ul style="list-style-type: none"> explain what Elizabeth I was like from investigating portraits of her compare and contrast the images of Elizabeth use portraits and written sources to identify what Elizabeth wanted to look like and why <p>Crimewatch AD50</p> <ul style="list-style-type: none"> use different sources to speculate what happened at Maiden Castle look at theories of plausible reasons and use sources to support them <p>Climbing Boys Enquiry</p> <ul style="list-style-type: none"> evaluate a range of sources to find evidence about the life of a climbing boy compare sources and evaluate their reliability
	Understanding historical interpretations	<ul style="list-style-type: none"> link sources and work out how conclusions were arrived at use historical concepts to create structured accounts
	The Aztecs Chronological awareness	<ul style="list-style-type: none"> place the Aztecs on a timeline use appropriate dates and specialist terms e.g. BC/AD

	Depth and range of historical knowledge	<ul style="list-style-type: none"> • write explanations to the cause and effect of Aztec influence and the decline of the Aztecs using evidence from a range of sources • make suggestions to how and why people may view the Aztec civilisation in different ways (e.g. Aztecs and Spanish invaders)
	Understanding historical enquiry	<ul style="list-style-type: none"> • bring knowledge gathered from several sources in a fluent account on different areas (e.g. Aztec civilization, Aztec life, food, religion, writing etc) • use a range of sources to find out an aspect of the Aztec eras and suggest omissions from them
	Understanding historical interpretations	<ul style="list-style-type: none"> • use historical concepts to create analyses and narratives • link sources to identify that different evidence can lead to different conclusions
GEOGRAPHY	The Americas - Brazil	<ul style="list-style-type: none"> • locate Brazil on a map • identify physical features of Brazil • explain why the Amazon rainforest is so important • identify threats to the rainforests
	The Americas – Rio de Janeiro	<ul style="list-style-type: none"> • locate Rio de Janeiro using maps • describe physical and human features of Rio de Janeiro
	Mapping skills - cities and countries	<ul style="list-style-type: none"> • label blank maps of Great Britain and the World and demonstrate current levels of knowledge of the location of countries and cities within them
DIGITAL LITERACY	We are publishers - creating a year book Skills	<ul style="list-style-type: none"> • design and produce the school yearbook • collaborate on overall design/layout choices • proof read and peer review documents
	Knowledge awareness	<ul style="list-style-type: none"> • understand what is involved in publishing a book
	We are programmers - writing algorithms in Java and Swift languages Skills	<ul style="list-style-type: none"> • program a function (a sequence of steps) • create variables • program 'strings' and 'arrays' • debug and optimize code
	Knowledge awareness	<ul style="list-style-type: none"> • understand what code is and how it is used in programming • understand coding terminology
	The family part I	<ul style="list-style-type: none"> • explore different religious beliefs and how they spiritually impact on people's thoughts, feelings and actions within the family

RELIGION AND PHILOSOPHY		<ul style="list-style-type: none"> • look at different relationships and roles within a family group focusing on parental guidance, values and the nurturing of children • review and evaluate the enquiry process • plan own enquiries • use the 4C thinking skills and use language developed from them
	The family part 2	<ul style="list-style-type: none"> • explore important stages in family life: birth, coming of age and marriage • examine how such stages in family life are celebrated within Hinduism, Judaism, Sikhism and Christianity • review and evaluate the enquiry process • plan own enquiries • use the 4C thinking skills and use language developed from them
PSHE	Growing up	<ul style="list-style-type: none"> • learn about the impact of a first impression • learn about the increasing importance of personal hygiene • investigate the fat/sugar content of the foods that we eat • plan a healthy living plan • know strategies for recognising and managing peer influence
	Transition to secondary school	<ul style="list-style-type: none"> • discuss concerns about moving up to secondary school • role play solutions to problems that may be faced • investigate whether the concerns reflect the reality of moving to secondary school • list the positive thoughts about transition
GAMES	Athletics Skill development	<ul style="list-style-type: none"> • improve technique in long jump • develop high jumping skills using a Fosbury flop technique • improve the skills for throwing a bull nosed javelin
	Knowledge and understanding	<ul style="list-style-type: none"> • know how to start a race (sprint start) • understand that you need to finish in the top 2 or 3 to qualify for the final
	Cricket Skill development	<ul style="list-style-type: none"> • further develop a hook shot using a moving ball • step towards the ball and hit in a straight line • further develop seam bowling • further develop spin bowling • look at how to take the ball when wicket keeping • wicket keeper positioning
	Knowledge and understanding	<ul style="list-style-type: none"> • know the correct way to field a ball

		<ul style="list-style-type: none"> • understand the rules for 20/20 cricket • know how to correctly catch a hardball • understand field positions
	Applying tactics	<ul style="list-style-type: none"> • make decisions on which end to throw to, to run players out • in bat, decide how many runs to go for (communication between batters)
PE	Swimming	<ul style="list-style-type: none"> • refine backstroke arms and legs • body position in the water • push and glide
		<ul style="list-style-type: none"> • refine front crawl legs and arms • dolphin leg kick • butterfly arms
ART AND DESIGN	Cubism and still life painting	<ul style="list-style-type: none"> • to be able to use line, tone and texture and colour to produce an outcome • to be able to observe primary sources accurately • to be able to use a variety of media • to be able to use paint to produce a cubist style outcome
	Cubism and cardboard construction	<ul style="list-style-type: none"> • use cardboard to create a 3D outcome based on the work of Picasso and Braque (cubism) • know what cubism is • practice drawing skills • work safely and sensibly with a variety of art and DT equipment
MUSIC	Exploring performance – Form 6 production preparation Composing	An exploration of musical theatre with a focus on preparation for the Form 6 end of year production
	Performing	<ul style="list-style-type: none"> • learn songs which will form part of the Form 6 production • focus on diction, breath control, intonation and phrasing • perform songs with attention to style according to the chosen musical
	Appraising	
	Exploring performance – Form 6 production preparation Composing	An exploration of musical theatre with a focus on preparation for the Form 6 end of year production
	Performing	<ul style="list-style-type: none"> • add choreography to songs which will form part of the Form 6 production • continue to focus on diction, breath control, intonation and phrasing

		<ul style="list-style-type: none"> rehearse with a band/orchestra final public performance in front of parents and invited guests
	Appraising	<ul style="list-style-type: none"> listen to and watch examples of performances of songs to gain ideas about delivery and performance
MFL	French – souvenir shopping	<ul style="list-style-type: none"> use numbers up to 100 to understand and talk about currency in France learn the names of souvenirs take part in simple conversations to buy souvenirs
	Languages of the World	<ul style="list-style-type: none"> understand how languages develop over time investigate the origins of everyday words identify similarities and differences between a wide variety of languages
LATIN	Minimus - Roman myths Consolidation of prior knowledge	<ul style="list-style-type: none"> revision of vocabulary and background information
	Minimus: Roman myths Understanding historical significance Developing an understanding of the language	<ul style="list-style-type: none"> study the next final chapters of the <i>Minimus Secundus</i> book (<i>Martius: Wonderful Days!</i>, <i>Aprilis: Comings and Goings</i>, <i>Maius: Timber into Stone</i> and <i>Iunius: All Change For Pandora</i>) emphasis will continue to be placed upon derivations in English and other European languages, especially French and Spanish study of Roman myths