Sycamore Class - Year 6 2023-24 - Long Term Curriculum Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Values	Social Responsibility	Environmental Responsibility	Determination	Resilience	Zest for Life	Curiosity
Christian Values	Compassion	Peace	Endurance	Thankfulness	Hope	Friendship
Key Question	WW2 Was WW2 Inevitable? (History focus)		Animals, Plants and Micro-Organisms How is classification useful? (Science focus)		Globalisation What impact does globalisation have on our lives? (Geography focus)	
WOW DAYS (visitors, visits and workshops)	Year 6 Residential PGL Camp Mosque Visit Beginners' Service (Buddies) at Church Advent Day at Church Christmas Celebration – Winter Gardens Lifeskills Trip at the Create Centre		Bristol Zoo Project Storytelling Workshop - TBC Easter Day (Buddies) at Church		Graffiti art workshop End of year musical production Year 6 Leavers' Service Buddy Picnic End of Year Musical	
Reading / Writing (Literacy Tree)	**The Fox and the Star** by Coralie Bickford-Smith: Fact file, formal letter, persuasive letter and narrative. **The Rabbits** by Shaun Tan: Postcard, formal speech, diary entry and balanced argument. **The Diary of Anne Frank:** Letters, extended diary entries, obituary. **The Unforgotten Coat** by Frank Cottrell Boyce: Diary entry, dialogue, narrative sections and an extended 'issues and dilemmas' narrative. **Christmas Poetry** (multiple texts):		**The Hidden Forest** by Jeannie Baker: Research notes, non-chronological report in the form of a letter to a character and a balanced discussion OR persuasive argument. **The Arrival** by Shaun Tan: Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides and an extended own version narrative. **Rain Player** by David Wisniewski: Instructions, poster, missing scene diary, newspaper, debate and an analytical essay about the Maya. **The Promise** by Nicola Davies: Experimentation with figurative language, report and a sequel to continue the cyclical story.		**Romeo and Juliet** by William Shakespeare: Diaries, letters, narratives, character descriptions, balanced argument and a play script. **Windrush Child** by Benjamin Zephaniah: Thought bubble, informal letter, poem, diary entry, advice and a persuasive pitch to the local council. **The Last Wild** by Piers Torday: Poster, retellings, formal report, character descriptions, diary entries, formal letters and own version dystopian narrative. **Some Places More Than Others** by Renée Watson: Letters, diaries, information leaflets, instructions and poetry.	

	Children's own poems inspired by a selection of poetry.		
Spelling	**SpellingShed** Spelling Programme		
Maths	**White Rose Maths** - Ongoing work on consolidating maths knowledge and times tables		
	Number: Place value Number: Addition, subtraction, multiplication and division Number: Fractions Measurement: Converting Units	Number: Ratio Number: Algebra Number: Decimals Number: Fractions, decimals and percentages Measurement: Area, perimeter and volume Statistics	Geometry: Shape Geometry: Position and direction Consolidation and SATs preparation Consolidation, investigations and preparations for KS3
Science	**Light** ♣Recognise that light appears to travel in straight lines ♣ 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 ♣ 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 ♣ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** ♣ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ♣ 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 ♣ Use recognised symbols when representing a simple circuit in a diagram.	**Living things and their habitats** ♣ 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 ♣ Give reasons for classifying plants and animals based on specific characteristics. **Animals incl. humans** ♣ The circulatory system ♣ Transportation of nutrients in the body ♣ Healthy bodies	**Evolution and inheritance** ♣ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ♣ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ♣ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Computing	**Internet Communication** - Searching the web - Collecting search results	**Introduction to spreadsheets** • What is a spreadsheet? • Modifying spreadsheets	**3D Modelling** - What is 3D modelling? - Making changes

	- How search results are ranked - How are searches influenced? - How we communicate - Communicating responsibly **Variables in Games** • Introducing variables • Variables in programming • Improving a game • Designing a game • Design a code • Improving and sharing **E-safety – Digital Literacy:** Talking safely online Super digital citizen	• What's the formula? • Calculate and duplicate • Event planning • Presenting data **E-safety – Digital Literacy:** Privacy rules What's cyber bullying?	- Rotation and position - Making holes - Planning my own 3D model - Making my own 3D model **Sensing** • The mico:bit • Go with the flow • Sensing inputs • Finding your way • Designing a step counter • Making a step counter **E-safety - Digital Literacy:** Selling Stereotypes
DT	**Shelters and structures** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	**Fairground Rides and Games** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider	**Food Technology – make smoothies** • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • understand where food comes from

	- investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures	- the views of others to improve their work - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
Art	**Textiles: Printing** - How to look at the work of different print artists and describe their work. - How to plan our own art work based on that of different artists - How to develop our art work based on that of other artists - To use screen printing to create an image	**Surrealism** - Explore visual aspects of dreams - Collect visual information to help us develop our ideas - Explore ideas about a dream story to be filmed or photographed. - Use digital media to create a dream sequence - Interpret an image using printing - Modify and improve designs and prints	**Street Art** - create sketch books to record their observations - use sketchbooks to review and revisit ideas - improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - learn about great artists in history
Geography	**Biomes** - What are the Earth's biomes? - What affects biomes and ecosystems? - What biomes are located between the Tropics of Cancer and Capricorn? - Tundra, Taiga and Savannah: what's the same and what's different? - How will climate change impact biomes?	**Population** - Where are all the people? - Why does population change? - What is a population pyramid? - What challenges can a growing population present? - What challenges can an ageing population present? - How do we feed the planet?	**Globalisation** - What is globalisation? - How has globalisation changed the way we communicate? - How does globalisation affect trade? - What does globalisation have to do with fashion? - What does globalisation have to do with food? - Where will globalisation lead us?

	• How can we use 4 figure grid reference to locate biomes?				
History	**WW2** • Which events led to World War Two? • How did Britain prepare for war and what was the phoney war? • Was the evacuation of Dunkirk a victory or disaster? • How did the Battle of Britain and the Blitz impact life in the United Kingdom? • How did the Allies prepare for D-Day? • How was D-Day implemented? • How did WW2 end and what was its legacy?			**Civil Rights and the Bristol Boycott** • What are civil rights and why are they important? • What was the United States of America like in the 1950s? • Why did Oliver Brown take the Board of education to the Supreme Court? • Why didn't Rosa Parks give up her seat on the bus? • What was Dr Martin Luther King Jr's dream? • What was the influence on the UK and what was the Bristol Bus Boycott? • What is the Black Lives Matter Movement and why is it needed?	
RE	**Discovery R.E. Islam** Theme: **Beliefs and practices** Key Question: What is the best way for a Muslim to show commitment to God?	**Understanding Christianity** Concept: **Gospel** Key question: What would Jesus do?	**Discovery R.E. Islam** Theme: **Beliefs and Moral values** Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?	**Understanding Christianity** Concept: **Salvation** Key question: What difference does the resurrection make for Christians?		**Understanding Christianity** Concept: **God** Key question: What does it mean if God is holy and loving?
PSHE	**JIGSAW** Scheme of Learning					
	Being Me in My World ♣ Identify goals for this year, understand fears and worries about the future and know how to express them	**Celebrating Differences** ♣I can explain ways in which difference can be a source of conflict or a cause for celebration and	**Dreams and Goals** ♣Can describe some ways in which I can work with other people to help make the world a better place	**Healthy Me** ♣ I can evaluate when alcohol is being used responsibly, antisocially or being misused ♣I can tell you how I feel about using alcohol when I am older and my	**Relationships** ♣I can recognise when people are trying to gain power or control ♣I can demonstrate ways I could stand up for myself and my friends in situations	**Changing Me** ♣ I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

	♣ Know there are universal rights for all children but for many children these rights are not met ♣ Make choices about behaviour because of understanding how rewards and consequences feel and how these relate to rights and responsibilities ♣ Understand how democracy and having a voice benefits the school community	can show empathy with people in either situation	♣ I can identify why I am motivated to do this	reasons for this	where others are trying to gain power or control	♣ I recognise how I feel when I reflect on the development and birth of a baby

P.E.	REAL PE Scheme of Learning					
	Cognitive Coordination: Ball skills Agility: Reaction and response	**Creative** Static balance: seated Static balance: Floor-work	**Social** Dynamic balance Counter balance in pairs	**Physical** Static balance: One leg standing Dynamic balance to agility	**Health and fitness** Static balance: small base Coordination; floor movement patterns	**Personal** Agility: Ball chasing Coordination with equipment Sports Day

Music	Charanga Scheme of Learning					
	Charanga - Happy– focus on play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	**Charanga - Classroom Jazz 2 – focus on** use and understand staff and other musical notations	**Charanga - A New Year Carol – focus on** develop an understanding of the history of music.	**Charanga - You've got a friend - focus on** improvise and compose music for a range of purposes using the	**Charanga - Reflect, Rewind and Replay - focus on** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	**Sycamore's end of year musical production focus on** play and perform in solo and ensemble contexts, using their voices with increasing accuracy,

	fluency, control and expression	**Carol singing practice for Winter Gardens concert**		inter-related dimensions of music		fluency, control and expression **Musical Thank You Performance**
French	<u>**Core Vocabulary**</u> • Greetings • Days of the week • Months of the year • Numbers • Colours • Classroom commands • Christmas <u>**Presenting myself**</u> • Count to 20 • Ask how someone is feeling and reply Ask someone their age, name, where they live and reply		<u>**Family**</u> • Nouns for family members • Describe family by name, age, relationship • Count to 100 • Possessive adj. ('my' form only) <u>**Do you have a pet?**</u> • Nouns and indef. articles for 8 pets • Ask someone if they have / don't have a pet and reply • We have / don't have a pet and give pet's name Connectives et and mais to make more complex sentences		<u>**At home**</u> • Say and write whether we live in a house or an apartment • Say what room we have or do not have using: chez moi il y a / chez moi il n'y a pas de • Using connective et to link two sentences <u>**WW2**</u> • Name countries and languages involved in WW2 Discuss the difference between city and country life during the war • Integrate new and previous language learned writing a letter home as an evacuee living in the countryside.	