

## Long Term Curriculum Plan 2020/21 – Year 6

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Skills for Success</b>	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
<b>Visits and Visitors</b>					Transition to Secondary	Residential Porthpean
<b>Garden Days</b>	Sculpture in the environment – team activities	Signalling and communicating	Instruments – whittling and carving	Weaving	Scavenger hunt – linked to currency and maths	First Aid scenarios
<b>English</b>	<p>Jabberwocky - Recovery curriculum</p> <p>Mysteries of Harris Burdick Fiction</p> <p>To use a range of devices to vary the structure of our narrative writing adding relevant detail to engage our reader.</p> <p>Autobiographies</p>	<p>Drove of Bullocks</p> <p>To write short, non-fiction passages that relate to a collective noun for an animal; that engage the reader through the use of expanded nouns and formal voice.</p> <p>Poetry – Cloudbusting</p> <p>To tell a story through poetry, making choices about poetic</p>	<p>Flossie Albright – My Secret War Diary – Marcia Williams</p> <p>To write a story at length related to the Industrial Revolution showing a shift in formality through our use of voice.</p> <p>Includes : Newspaper report, advertisement and letters</p>	<p>The Princess' Blankets – Carol Ann Duffy</p> <p>To write our own traditional tale using a variety of strategies to create an atmosphere and to develop character, plot and setting.</p>	<p>Tommie and John – discussion</p> <p>To write a discursive text taking into account different viewpoints and using organisational features to add clarity for the reader.</p>	<p>Eye of the storm</p> <p>Personification Poetry</p>

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	<p>To write an autobiography this maintains cohesion through using a range of devices; including using a variety of verb tenses and forms.</p> <p>Profile of an artist</p>	<p>devices</p> <p>The Voyage of the Beagle</p> <p>To write a range of diary entries achieving clarity through precise word choice and a wide range of punctuation.</p>				
<b>Mathematics</b>	<p><b>Number Sense 6:7</b> 3 weeks</p> <p><b>Multiplicative Reasoning 6:3</b> (+6:8 ratio) 3 weeks</p> <p><b>Number sense 6:5</b> (+6:1 ordering and comparing) 1 week</p>	<p><b>Geometric Reasoning 6:4</b> 2 weeks</p> <p><b>Additive reasoning 6:11</b> (+6:2 converting and calculating with measures) 3 weeks</p> <p><b>Multiplicative reasoning 6:13</b> 3 weeks</p>	<p><b>Number Sense 6:12</b> 2 weeks</p> <p><b>Geometric Reasoning 6:14</b> 3 weeks</p>	<p><b>Additive Reasoning 6:6</b> 3 weeks</p> <p><b>Number Sense 6:10</b> 3 weeks</p>	<p><b>Geometric Reasoning 6:9</b> 2 weeks</p> <p><b>Multiplicative Reasoning 6:13</b> - revision</p> <p><b>Additive Reasoning 6:11 and 6:6</b> -revision</p>	<p><b>6:2 , 6:3, Algebra, sequences and spirals</b> - links to KS3 curriculum (use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.)</p>
<b>Science</b>	<p><b>Animals and humans</b></p> <p><b>Circulatory</b></p>	<p><b>Evolution and inheritance</b></p> <p>Recognise that</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a</p>	<p><b>Living things</b></p> <p><b>Habitats – classification</b></p>	<p><b>RSE</b></p>

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	<p><b>system</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function .</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadow have the same shape as the objects that cast them.</p>	<p>lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	
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<p><b>Computing and Online Safety</b></p>	<p><b>Digital Literacy -</b> Create a presentation using the skills learned on PowerPoint</p> <p>Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.</p>	<p><b>Digital Literacy –</b> Cross reference information to determine validity Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent on and offline.</p>	<p><b>Computer Science –</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><b>Information Technology</b> Use skills learned in Excel to calculate the cost of an event.</p> <p>Knowing about the different types of grooming and motivations for it, for example radicalisation, Child Sexual Abuse and Exploitation (CSAE) and gangs (county lines). Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children but it carries risk when carrying it out</p>	<p><b>Digital Literacy –</b> Take videos and photos, edit a video using a trim tool in moviemaker</p> <p>Fraud can take place online and can have serious consequences for individuals and organisations.</p>	<p>Personal Projects Online challenges acquire mass followings and encourage others to take part in what they suggest.</p>
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			<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Many devices/apps/games are designed to keep users online for longer than they might have planned or desired. Much of the information seen online is a result of some form of targeting.</p>	and watching it.		
<b>French KS2</b>	<p>How to ask someone how they are</p> <p>How to respond</p> <p>Using the question et toi?</p> <p>Months</p> <p>Talking and</p>	<p>My address</p> <p>Spoken and written sentences about the classroom, using variety of nouns and adjectives</p> <p>la Fête de</p>	<p>Events/timings of school day</p> <p>Talking and writing about my school day</p>	<p>Numbers 40-60</p> <p>Introducing family members</p> <p>Talking and writing about pets</p>	<p>Talking and writing about the weather</p> <p>la Fête du Muguet, and how it is celebrated</p>	<p>Numbers 60-70</p> <p>Asking where someone is</p> <p>France's national day, la Fête nationale</p>

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	writing about the date and when your birthday is	Saint Nicolas				
<b>History</b>		<ul style="list-style-type: none"> <li>- World War 1 and 2 1934 - 1945</li> <li>- The battle of the wars</li> <li>- John McCrae and Wilfred Owen (WW1)</li> <li>Alan Turing, Bletchley Park (WW2)</li> </ul>	<ul style="list-style-type: none"> <li>- 18<sup>th</sup> and 19<sup>th</sup> Century</li> <li>- The Industrial Revolution</li> <li>- Inventors or entrepreneurs</li> </ul>		<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history</li> <li>- 19<sup>th</sup> Century</li> <li>- 1968 Black Power Salute at the Olympics</li> <li>- Martin Luther King JR, Nelson Mandela, Tommie Smith and John Carlos</li> </ul>	
<b>Geography</b>	Use atlases to locate the 7 continents and the major countries within each continent. Research the main physical and human features within each continent.			Compare Devon to a region in South America. Focus on differences and similarities including the reasons for these.		Human Geography – a focus on learning about trade between the UK and Europe, and Europe with the rest of the world.
<b>Music</b>	10 pieces- listen	Christmas	Benjamin Britten	Easter Assembly	Carol King	End Of Year show

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	and appraise	Assembly songs		songs		
<b>Art</b>		<p>Collage – Gustav Klimt</p> <p><b><u>Inspiration from the greats.</u></b></p> <p>1. Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>2. Create original pieces that are influenced by studies of others.</p> <p><b><u>Collage</u></b></p> <p>1. Combine visual and tactile qualities.</p> <p>3. To extend use of collage materials revisiting texture pattern and shape.</p> <p><b>Include textiles in collage work</b></p>	<p>Printing – Child Labour pictures</p> <p><b><u>Printing</u></b></p> <p>1. Create an accurate pattern, showing fine detail.</p> <p>2. Use a range of visual elements to reflect the purpose of the work.</p>		<p>Drawing and Painting – Graffiti and Portrait</p> <p><b><u>Drawing</u></b></p> <p>1. To experiment with ways of creating appropriate tone and texture. To use them to enrich drawings.</p> <p>2. To observe the human figure in a variety of situations.</p> <p>3. To develop an understanding of perspective - focal point, distance, horizon.</p> <p>4. Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p><b><u>Painting</u></b></p> <p>1. Experiment</p>	<p>Drawing and painting</p> <p>Peace Posters</p> <p><b><u>Develop ideas</u></b></p> <p>1. Develop ideas from starting points throughout the curriculum.</p> <p>2. Collect information, sketches and resources.</p> <p>3. Adapt and refine ideas as they progress. Explore in a variety of ways.</p> <p>4. Comment on art work using visual language.</p>

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					<p>with creating mood with colour.</p> <p>2. Use brush techniques and the qualities of paint to create texture.</p> <p>3. Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>4. To show evidence of independence in selecting techniques and materials for use in a painting.</p> <p><b>USE COMPUTER GRAPHICS TO DESIGN NAME IN WORD</b></p>	
<b>Design Technology</b>	<p>Sculpture Alexander Calder</p> <p><b>Technical knowledge</b> Apply their understanding of</p>			<p>Linked to electricity – Quiz board</p> <p><b>Technical knowledge</b> Understand and</p>		<p>Summer Fair games</p> <p><b>Design</b> Use research and develop design criteria to inform the design of the innovative,</p>

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	<p>how to strengthen, stiffen and reinforce more complex structures.</p> <p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>• develop a simple design specification to guide their thinking</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• use techniques that involve a number of steps</li> </ul> <p><b><u>Evaluate:</u></b></p> <p><i>Own ideas and products</i>  <i>Existing products</i>  <i>Key events and individuals</i></p> <ul style="list-style-type: none"> <li>• use their design criteria to evaluate their completed products</li> </ul>			<p>use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</p> <p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>• carry out research, using surveys, interviews, questionnaires and web-based resources</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• demonstrate resourcefulness when tackling practical problems</li> </ul> <p><b><u>Evaluate:</u></b></p> <p><i>Own ideas and products</i>  <i>Existing products</i>  <i>Key events and individuals</i></p> <ul style="list-style-type: none"> <li>• evaluate their</li> </ul>		<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>• carry out research, using surveys, interviews, questionnaires and web-based resources</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• accurately apply a range of finishing techniques, including those from art and design</li> </ul> <p><b><u>Evaluate:</u></b></p> <p><i>Own ideas and products</i>  <i>Existing products</i>  <i>Key events and individuals</i></p> <ul style="list-style-type: none"> <li>• critically evaluate the</li> </ul>
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				ideas and products against their original design specification		quality of the design, manufacture and fitness for purpose of their products as they design and make
<b>Personal Social Health Education</b>	Lockdown Memories Myths and facts Being Safe Mental Wellbeing Resilience		Healthy Eating Drugs, alcohol and tobacco Health and prevention Family and people who care Caring friendships		Respectful relationships Physical health and fitness First aid	
<b>Religious Education</b>		U2.2 Creation and science: conflicting or complementary? U2.11 Why do some people believe in God and some people not? <u>Overview:</u> Connecting the faith of Christians and non believers.		U2.7 Why do Hindus want to be good? U2.5 What do Christians believe Jesus did to 'save' people <u>Overview:</u> Connecting the faith of Christians and Hindus.		U2.6 For Christians, what kind of king is Jesus? U2.12 How does faith help people when life gets hard? <u>Overview:</u> Connecting the faith of Christians, Muslims, Jews and Hindus

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		Peace project <u>Overview:</u> Exploring faith and moral issues in the wider world context.				
<b>Physical Education</b>	<p><b>Personal</b></p> <p><b>Hockey:</b> Demonstrate accurate dribbling and control whilst varying speed and direction, avoiding obstacles and other children. Use spacial awareness to send the ball to a target and to a</p>	<p><b>Social</b></p> <p><b>Basketball</b> Demonstrate how to use your body position to protect the ball from defenders. Dribble the ball whilst keeping possession to send to a target whilst opposed. Identify when to intercept a pass and when to</p>	<p><b>Cognitive</b></p> <p><b>Tennis</b> Use Agility, balance and coordination whilst playing the ball. Place the ball to ensure a dominant court position is maintained. Combine forearm and backhand shots with increasing accuracy. Place an underarm serve</p>	<p><b>Creative</b></p> <p><b>Tennis</b> Vary power and length of shots in attacking play. Plan and create variations on a game to maintain a suitable level of challenge. Create competitive games involving a small group to incorporate</p>	<p><b>Physical</b></p> <p><b>Striking and Fielding</b> Be able to strike a moving ball with intent to challenge the opposition. Use overarm throw with accuracy and distance and consideration of receiver. Intercept and</p>	<p><b>Health and Fitness</b></p> <p><b>Striking and Fielding</b> Decide when to play an attacking shot and when to play defensively without compromising innings. To bowl accurately with varying force and technique to deceive the batsman. Use</p>

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	<p>moving team member, whilst opposed. Identify when to intercept a pass and when to tackle the opposition to gain possession. Use body movement to create space away from the opposition to receive the ball.</p>	<p>tackle the opposition to gain possession. Recognise how to create space to receive a ball to attack goal</p>	<p>accurately to challenge opponent.</p>	<p>accurate serving and a range of shots.</p>	<p>catch a ball effectively and return it with speed, accuracy and consideration for receiver. Develop accurate bowling, combining underarm with overarm styles, to challenge batsman.</p>	<p>cooperation and communication when fielding, to challenge the batsman. Develop competitive games involving a small group to incorporate accurate throwing, catching and striking.</p>
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