

**Petworth CofE Primary School Curriculum Framework Overview Year 6 2020-21**

School Global theme	Wisdom	Inspire	Peace (aspirations)	Nurture	Respect	Challenge
National & whole school events	International day of democracy 15 <sup>th</sup> Sept Boys Bombing Sept 29 <sup>th</sup> Eco Day Poetry Day 1 <sup>st</sup> October	Anti-bullying wk. Nov 16 <sup>th</sup> -20 <sup>th</sup> Children in Need –Nov 13 <sup>th</sup> Bikeability – Commencing 30 <sup>th</sup> Nov Stem Day	National Handwriting day Jan Preparing for 500 words Safer Internet Day	Author fortnight Sport Relief Science Week World Book Day 4 <sup>th</sup> March	St Georges & Shakespeare Day 23 <sup>rd</sup> April	National School Sports Week 24 <sup>th</sup> June Sports Day
Collective Worship						
Class Theme	<b>#Mountainadventure</b> (Petworth Boys' School – Mini -topic)		<b>Maya Civilisation</b>	<b>What makes Britain great?</b>	<b>WWII</b>	<b>Athletic Aspirations</b>
Hook	- Cancelled due to Covid		Ulama - Tournament	Brits Battle – Come in as your favourite Briton	Anderson Shelter – Artefacts Tell me the story Build on artefacts one-by-one	Either watching a sporting event (basketball) or taking part in intra-school competition planned by children
Outcome	#mountainadventure				Meet the unknown soldier	Plan sports events for Sports week
Quality writing	AUTUMN TERM 1 <sup>st</sup> Half  Setting description Persuasive writing: Mountain Environment Poetry workshop Bombing of Boys' School – Diary/choice	AUTUMN TERM 2 <sup>nd</sup> Half  Light – Explanation (Science) Narrative based on picture book RE – Information about Tawhid	SPRING TERM 1 <sup>st</sup> Half Instructions – Maya ball game Recount PGL Short story work based on wordless animations	Macbeth – Script to narrative Letter writing – Making Britain better Debate:RE	Choice write based on clip (History) RE – Salvation story Poetry	Biography
English	Setting description Persuasive speech writing Diary entry (Bombing of the boys school)	Narrative – Lord of the Rings Dialogue	Instruction writing Newspaper article Narrative (The Hunter)	Macbeth – converting script to narrative Letters to various organisations (children's choice) Poetry (International Poetry Day)	Recount – soldier in Battle of Bulge Choice write based on novels	Biography Report on sport
SPAG	- Main and subordinate clauses - Synonyms and antonyms	Word class Verb forms Subjunctive	Punctuation (Mixed) Informal and formal tone Active and passive voice Punctuation continued	Active and passive voice Punctuation continued Tenses	Revision Cohesion	Revision Cohesion
Quality Texts	Lord of the Rings Running on the Roof of the World Alex Rider - Stormbreaker Poetry (various)		Lightning Thief Young Sherlock	Macbeth Picture Book Poetry (various)	Goodnight Mr Tom	Biographies
Mathematics links (Follow WR)	Place Value Four operations	Fractions Geometry: Position and direction	Decimals Percentages Algebra	Measurement: Converting units Measurement: Area, perimeter and volume Ratio	Geometry Problem Solving Statistics	Investigations
Science	<b>ELECTRICITY</b>  ♣ 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.	<b>LIGHT</b>  Pupils should be taught to: ♣ 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.	<b>EVOLUTION</b>  Pupils should be taught to: ♣ 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. Working scientifically:	<b>CLASSIFICATION</b>  Pupils should be taught to: ♣ 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.	<b>CIRCULATION</b>  Pupils should be taught to: ♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans.	
	<p><u>Working Scientifically (taught within all Science units)</u></p> <ul style="list-style-type: none"> <li>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- using test results to make predictions to set up further comparative and fair tests</li> <li>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>					

Geography	<p><b>Global knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Compare and contrast biomes and vegetation belts</li> </ul>		<ul style="list-style-type: none"> <li>Physical geography and how this affects settlement</li> <li>Farming and resource management</li> </ul>	<p><b>Local study: Should we build more houses in Petworth?</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</li> </ul>	<ul style="list-style-type: none"> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	
History	<p><b>Bombing of the Boys' School</b></p> <ul style="list-style-type: none"> <li>a local history study</li> </ul> <p>a study over time tracing how several aspects of national history are reflected in the locality</p>		<p><b>Maya Civilisation</b></p> <p>a non-European society that provides contrasts with British history – one study chosen from:; Mayan civilization c. AD 900;</p>		<p><b>Battle of Britain</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
Art	<p><b>Mountain ranges – Colour build-up/background</b></p> <p>Improve mastery• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas of techniques such as drawing, painting and sculpture with varied materials</p>		<p><b>Maya masks - Clay</b></p> <p>Improve mastery• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas of techniques such as drawing, painting and sculpture with varied materials</p>	<p><b>Create artwork in the style of British artist/designer</b></p> <p>Capability Brown – Visit Petworth Park to note 'design' of landscape. Use areas of the design to create sketches for final watercolour piece.</p>	<p><b>Perspective Anderson shelter /Art Week</b></p> <p>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas of techniques such as drawing.</p> <p>Charcoal and pastels</p>	
Design & Technology	<p><b>DT – Levers, gears and pulleys project</b></p> <p>Investigate and analyse a range of existing products 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</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>select from and use a wider range of tools and equipment to perform practical tasks 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]</p>				<p><b>Rationing: Cooking/Dig for Victory</b></p> <ul style="list-style-type: none"> <li>Use research&amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	
Computing (Scheme)	<p><i>E Safety focus – Solving issues online</i></p>	Digital literacy: Researching and recording	Coding: Scratch maths – Building with numbers	Coding: Scratch memory game	Digital literacy: Video making and editing	
E-safety will be taught throughout the computing curriculum so children are aware of how to use technology safely						
Music	Guitar – West Sussex Music Trust					
Physical Education	<p>OAA (Forest School) Invasion Games (Hockey)</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Dance – Professional coach Invasion Games</p> <p>perform dances using a range of movement patterns</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Netball/Basketball Gymnastics</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Dance Striking and fielding</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics Striking and fielding</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Net and Wall (Tennis) Athletics OAA</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Athletics and striking fielding</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>
STEM						
Religious Education (Scheme)	What does it mean for God to be holy and loving?	How does 'Tawhid' create a sense of belonging to the Muslim community?	Kingdom of God – What kind of King is Jesus?	Salvation – What difference does the resurrection make to Christians?	<b>Bible Explorers</b>	Independent RE Study: World Religion
Rights Respect	Class charter Roles and responsibilities Right to be heard	Right to be heard			Protection from conflict	Health and wellbeing

PSHE	Peer mediation	What makes a healthy and happy relationship?	What are human rights?	How can money affect us?	How can we stay healthy?	How can we manage risk?	SRE
Learning in the community	Bombing of Boys' school service						Planning activities for Summer Fayre