

Petworth CofE Primary School Curriculum Framework Overview Year 6 2018-2019

School Global theme	Compassion (stories)	Inspire	Peace (aspirations)	Nurture	Respect	Challenge
National & whole school events	Roald Dahl Day 13 th September International day of democracy 15 th Sept Boys Bombing Sept 29th	Anti-bullying wk. 13 – 17 th Nov Children in Need – 17 th Nov WW1 memorial KS2 week 5 th Nov (history)	National Handwriting day 23 rd Jan Preparing for 500 words Safer Internet Day	Author fortnight Sport Relief Science Week 12 th March World Book Day 1 st March	St Georges & Shakespeare Day 23 rd April Art Week 21 st May Earth Day (eco day – 20 th April)	National School Sports Week 24 th June Sports Day
Collective Worship						
Class Theme	#Mountainadventure		Maya Civilisation	What makes Britain great?	WWII	Athletic Aspirations
Hook	Link to PGL – Climbing wall		Ulama - Tournament	Brit 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 – Pupils become social media stars, creating their own information vlog.				Meet the unknown soldier	Plan sports events for Sports week
Quality writing	AUTUMN TERM 1 st Half Persuasive writing: Mountain Environment Recount PGL RE – My God Poetry workshop Bombing of Boys’ School – Diary/choice	AUTUMN TERM 2 nd Half Light – Explanation (Science) Narrative based on class text RE – Muhammed and Jesus comparison WW1 work	SPRING TERM 1 st Half Instructions – Maya ball game Persuasive text 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	PGL Recount Persuasive speech writing Diary entry (Bombing of the boys school)	Narrative – Running on Roof of the World Poetry – Themed on change and WW1	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	<ul style="list-style-type: none"> - Main and subordinate clauses - Semi-colon - Colon - Apostrophes - Subordinating conjunctions - Relative clauses 	Hyphens and dashes Active and passive voice Word class Verb forms	Antonyms/synonyms Fronted adverbials Word class Punctuation Subject Object	Tense work Noun phrases Verb phrases Plurals Prepositions	Suffixes Prefixes Revision of terms	Revision and recap
Quality Texts	Running on the roof of the world. WW1 Poetry Beowulf		Lightning Thief	Macbeth Range of poetry	Goodnight Mr Tom Boy in the Striped Pyjamas	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	<u>ELECTRICITY</u> ♣ 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.	<u>LIGHT</u> 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.	<u>EVOLUTION</u> 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:	<u>CLASSIFICATION</u> 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.	<u>CIRCULATION</u> 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.	
	<u>Working Scientifically (taught within all Science units)</u> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments 					

Geography	<p>Contrast Mountainous Regions</p> <ul style="list-style-type: none"> 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) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America 		<p>Use maps of Maya Civilisation to discuss impact on trade, climate, culture</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>Local study</p> <ul style="list-style-type: none"> 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 		<p>Orienteering</p> <ul style="list-style-type: none"> 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 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
History	<p>Bombing of the Boys' School</p> <ul style="list-style-type: none"> a local history study <p>a study over time tracing how several aspects of national history are reflected in the locality</p>		<p>Maya Civilisation</p> <p>a non-European society that provides contrasts with British history – one study chosen from:; Mayan civilization c. AD 900;</p>		<p>Battle of Britain</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
Art	<p>Mountain ranges – Colour build-up/background</p> <p>Improve mastery• Use sketchbooks to collect, record, review, revisit & evaluate ideas of techniques such as drawing, painting and sculpture with varied materials</p>		<p>Maya masks - Clay</p> <p>Improve mastery• Use sketchbooks to collect, record, review, revisit & evaluate ideas of techniques such as drawing, painting and sculpture with varied materials</p>	<p>Create artwork in the style of British artist/designer</p> <p>Terry Farrell – Architect Hockney/Warhol - Painters</p> <p>about great artists, architects and designers in history.</p>	<p>Perspective Anderson shelter /Art Week</p> <p>Use sketchbooks to collect, record, review, revisit & evaluate ideas of techniques such as drawing.</p> <p>Charcoal and pastels</p>	
Design & Technology	<p>Create/Design Mountain Gadget with Mechanical or electrical element</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"> 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 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>Rationing: Cooking/Dig for Victory</p> <ul style="list-style-type: none"> Use research& criteria to develop products which are fit for purpose and aimed at specific groups Cook savoury dishes for a healthy & varied diet 	<p>Summer Fayre Game (STEM)</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet <p>Athletic Nutrition</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> Use mechanical & electrical systems in own products, including programming
Computing (Scheme)	<p><i>App design</i></p> <p><i>Understand uses of networks for collaboration & communication</i></p>	Project managers	Market researchers	Interface designers	App developers	Marketers
E-safety will be taught throughout the computing curriculum so children are aware of how to use technology safely						
French	<p>Notre école</p> <p>Making statements about school and school routine</p> <p>Use the past tense with “avoir” eg: J’ai joué</p> <p>Tell the time using half hour and the 24hour clock.</p> <p>Use the definite and indefinite article (un/une /le /la)</p> <p>Start to use the perfect tense of regular –er verbs.</p> <p>Phonic focus: <i>an, en, un, in, ain, qu, er, ère, silent final consonant</i></p>	<p>Autumn 2</p> <p>Notre monde</p> <p>Understanding and naming continents</p> <ul style="list-style-type: none"> Making statements (about rivers and their geographical features) Making a weather forecast Immediate future: <i>aller + infinitive (eg Il va faire beau)</i> Simple superlatives, eg <i>le/la plus grand(e)</i> Pronouns: <i>il/elle</i> Phonic focus: an, en, em, on, ique, gne, silent final consonant 	<p>Spring 1</p> <p>Monter un café</p> <ul style="list-style-type: none"> Transactional language for a café Seeking clarification of meaning Perfect tense: third person singular form (il/elle a mangé, il/elle a bu) Prepositions: au, à la Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of au, ch, ai, é, er, i [y], ille 	<p>Spring 2</p> <p>Le passé et le present</p> <p>Making statements (about places in a town)</p> <ul style="list-style-type: none"> Asking questions (about places in a town) Giving a description (of a town) Saying the year (eg mille neuf cent quarante huit) Antonyms Imperfect tense of avoir (avait) and être (était) beaucoup de ... peu de ... Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of ais,ait, ez, er, é,ée, sh, ille, ch 	<p>Summer 1</p> <p>Making statements about a visit to a theme park, referring to the past</p> <ul style="list-style-type: none"> Expressing an opinion about what a theme park ride was like Using adjectives to add interest Perfect tense with être: aller (je suis allé (m), je suis allée (f)) Perfect tense with avoir: prendre (j’ai pris); voir (j’ai vu); entendre (j’ai entendu) Phonic focus: revision of u, ou. 	<p>Summer 2</p> <p>Language revision unit.</p>
Music	Cello – West Sussex Music Trust	<p>Classroom Jazz 2</p> <p>Listen & Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> Playing Improvisation Composition Perform/Share 	<p>A New Year Carol</p> <p>Listen & Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> Games Singing Perform/Share 	<p>Happy</p> <p>Listen & Appraise)</p> <p>Musical Activities -:</p> <ul style="list-style-type: none"> Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share 	<p>You’ve got a Friend</p> <p>Listen & Appraise</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share 	<p>Reflect, Rewind and Replay</p> <p>Listen & Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> Games Singing Playing Improvisation Composition Perform/Share

Physical Education	OAA (PGL) Invasion Games (Hockey) 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	Gym Invasion Games use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Basketball Dance 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	Dance Striking and fielding 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 perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Athletics Striking and fielding compare their performances with previous ones and demonstrate improvement to achieve their personal best. 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	Net and Wall (Tennis) Athletics OAA compare their performances with previous ones and demonstrate improvement to achieve their personal best. Athletics and striking fielding take part in outdoor and adventurous activity challenges both individually and within a team
STEM	STEM Day – Construction Challenge	TBC		TBC	TBC	TBC
Religious Education (Scheme)	What does it mean for God to be holy and loving?	Why is Mohammed important to Muslims?	Kingdom of God – What kind of King is Jesus?	Salvation – What difference does the resurrection make to Christians?	Bible Explorers	
Rights Respect	Class charter Roles and responsibilities Right to be heard	Right to be heard			Protection from conflict	Health and wellbeing
Learning in the community	Bombing of Boys' school service	Singing @ Care Home				Planning activities for Summer Fayre