

Long Term Curriculum Plan 2021/22 – Year 6

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Skills for Success	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
Visits and Visitors					Transition to Secondary	Residential Porthpean
Garden Days	Sculpture in the environment – team activities	Signalling and communicating	Instruments – whittling and carving	Weaving	Scavenger hunt – linked to currency and maths	First Aid scenarios
English	<p>Jabberwocky -</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>The Voyage of the Beagle</p> <p>To write a range of diary entries</p>	<p>Poetry –</p> <p>Cloudbusting</p> <p>To tell a story through poetry, making choices about poetic devices</p> <p>The Lost Thing - Shaun Tan</p> <p>To plan and draft an effective story showing an understanding of how choices made will impact on the reader; to edit and re draft</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>Personification Poetry</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>Scientific explanation text</p>	Eye of the storm

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		achieving clarity through precise word choice and a wide range of punctuation.	our narrative to improve the desired effect on the reader Extended narrative integrating dialogue effectively			
Mathematics	1 Number sense (3 weeks) 2 Additive reasoning (3 weeks) 3 Multiplicative reasoning (1 week)	3 Multiplicative reasoning (2 week) 4 Geometric reasoning (2 weeks) 5 Number Sense (2 weeks)	6 Additive reasoning (3 week) 7 Number Sense (3 weeks)	8 Multiplicative reasoning (3 week) 9 Geometric reasoning (3 weeks)	10 Number Sense (2 weeks) 11 Additive reasoning (3 weeks) 12 Number Sense (1 week)	12 Number Sense (1 week) 13 Multiplicative reasoning (3 weeks) 14 Geometric reasoning (2 weeks)
Science	Animals and humans Circulatory system Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and	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.	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.	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	Living things Habitats – classification Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and	RSE

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	<p>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>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>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>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>differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	
Computing and Online Safety	<p>Digital Literacy - Create a presentation using the skills learned on PowerPoint</p> <p>Some online behaviours are abusive. They are</p>	<p>Digital Literacy – Cross reference information to determine validity Knowing how to identify when online behaviours stop being fun and begin to</p>	<p>Computer Science – Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous</p>	<p>Information Technology Use skills learned in Excel to calculate the cost of an event.</p> <p>Knowing about the different types of</p>	<p>Digital Literacy – Take videos and photos, edit a video using a trim tool in moviemaker</p> <p>Fraud can take place online and can have serious</p>	<p>Personal Projects - Online challenges acquire mass followings and encourage others to take part in what they suggest.</p>

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	negative in nature, potentially harmful and in some cases can be illegal.	create anxiety, including that there needs to be a balance between time spent on and offline.	<p>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>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</p>	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 and watching it.	consequences for individuals and organisations.	
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			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.			
French KS2	How to ask someone how they are How to respond Using the question et toi? Months Talking and writing about the date and when your birthday is	My address Spoken and written sentences about the classroom, using variety of nouns and adjectives la Fête de Saint Nicolas	Events/timings of school day Talking and writing about my school day	Numbers 40-60 Introducing family members Talking and writing about pets	Talking and writing about the weather la Fête du Muguet, and how it is celebrated	Numbers 60-70 Asking where someone is France's national day, la Fête nationale
History	- World War 1 and 2 1934 - 1945 - The battle of the wars - John McCrae		- 18 th and 19 th Century - The Industrial Revolution - Inventors or		A non-European society that provides contrasts with British history - 19 th Century	

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	and Wilfred Owen (WW1) Alan Turing, Bletchley Park (WW2)		entrepreneurs		- 1968 Black Power Salute at the Olympics - Martin Luther King JR, Nelson Mandela, Tommie Smith and John Carlos	
Geography		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.
Music	Rock – ‘Don’t Stop Believin’ MoTM – each month a different artist to listen to and appraise.	Christmas songs UKELELE	Classroom Jazz	Easter Assembly songs Hiphop	Carol King and Geoffrey Goffin Ballads	End Of Year show
Art	Collage – Gustav Klimt <u>Inspiration from the greats.</u>		Printing – Child Labour pictures <u>Printing</u> 1. Create an			Drawing and Painting – Banksy Graffiti and Portrait

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	<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><u>Collage</u></p> <p>1. Combine visual and tactile qualities.</p> <p>3. To extend use of collage materials revisiting texture pattern and shape.</p> <p><u>Sculpture</u></p> <p>Design, make and evaluate 3D monster head inspired by the Jabberwocky in clay.</p>		<p>accurate pattern, showing fine detail.</p> <p>2. Use a range of visual elements to reflect the purpose of the work.</p>			<p><u>Drawing</u></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><u>Painting</u></p> <p>1. Experiment with creating mood with colour.</p> <p>2. Use brush techniques and the qualities of</p>
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						<p>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>
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<p>Design Technology</p>		<p>Textiles – combining different fabric shapes</p> <p>Design, make and evaluate a Christmas decoration for a specific person for display.</p>		<p>Electrical systems</p> <p>More complex switches and circuits</p> <p>Design, make and evaluate a quiz board for peers to use for entertainment.</p>	<p>Frame and Structures and Pulleys and gears</p> <p>Design, make and evaluate a functional Borrowers' House for display.</p>	<p>Food- Celebrating culture and seasonality</p> <p>Design, make and evaluate a cup cake recipe/design recognising cultural and seasonal aspects for recipe book to be sold at Summer Fair</p>
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<p>Personal Social Health Education</p>	<p>Mental well being Know how to judge what they are feeling and how they are.</p> <p>Extend their vocabulary to explain both the range and intensity of their feelings</p> <p>Recognise they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>SFS : Resilience</p>	<p>Being Safe How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to report concerns or abuse and the vocabulary and confidence to do so</p> <p>Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p>	<p>Healthy Eating Drugs, alcohol and tobacco Health and Prevention</p> <p>Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and</p>	<p>Family and People who care</p> <p>Caring Friendships</p> <p>Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Develop strategies to resolve disputes and conflicts through negotiation and compromise</p> <p>SFS: Co operation</p>	<p>Respectful relationships Physical health and fitness Physical Health and Fitness</p> <p>Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that some actions constitute abuse and can be a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>Understand how and when to seek support including which adults to</p>	<p>First Aid</p> <p>What to do in an emergency 999</p> <p>Understand concepts of basic first-aid, for example – BASIC LIFE SUPPORT</p> <p>Know how to do the Primary Survey</p> <p>Carry out the procedure of the recovery position</p> <p>SFS: Understanding Yourself</p>
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		SFS :Risk Taking	negative consequences) Concept of 'balanced lifestyle' SFS: Responsibility		<p>speak to in school if they are worried about their health</p> <p>SFS: Self Belief</p>	
Religious Education	U2.2 Creation and science: conflicting or complementary?	<p>U2.11 Why do some people believe in God and some people not?</p> <p><u>Overview:</u> Connecting the faith of Christians and non believers.</p> <p>Peace project</p> <p><u>Overview:</u> Exploring faith and moral issues in the wider world context.</p>	U2.7 Why do Hindus want to be good?	<p>U2.5 What do Christians believe Jesus did to 'save' people</p> <p><u>Overview:</u> Connecting the faith of Christians and Hindus.</p>	U2.6 For Christians, what kind of king is Jesus?	<p>U2.12 How does faith help people when life gets hard?</p> <p><u>Overview:</u> Connecting the faith of Christians, Muslims, Jews and Hindus</p>
Physical Education	<p>Personal</p> <p>Hockey:</p>	Social Basketball	<p>Cognitive</p> <p>Tennis Use Agility, balance</p>	<p>Creative</p> <p>Tennis Vary power and</p>	Physical Striking and Fielding	Health and Fitness Striking and Fielding

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	<p>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 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>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 tackle the opposition to gain possession. Recognise how to create space to receive a ball to attack goal</p>	<p>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 accurately to challenge opponent.</p>	<p>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 accurate serving and a range of shots.</p>	<p>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 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>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 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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