

Long Term Curriculum Plan 2022/23 – 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	Life Skills College for Dissection	The Box – WW2 and The Blitz in Plymouth?	College trip – science Visit Tavistock Guildhall (debate civil rights)		College Trip - science	Residential Transition to Secondary
Garden Days	Orienteering – team activities	Signalling and communicating	Whittling and carving/.bug houses	Weaving	Scavenger hunt	First Aid scenarios
English	Jabberwocky – Write own innovated version of the Jabberwocky poem Eye of the storm-extended narrative including a flashback to manipulate the timeline for the reader	Drove of Bullocks 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. Personification Poetry	Tommie and John – Recount and discussion From Slaveship to Freedom Road – explanation text of The Atlantic Slave Trade	Mysteries of Harris Burdick Fiction To use a range of devices to vary the structure of our narrative writing adding relevant detail to engage our reader.	Poetry – Cloudbusting To tell a story through poetry, making choices about poetic devices The Lost Thing - Shaun Tan To plan and draft an effective story showing an understanding of how choices made	Scientific explanation text

Long Term Curriculum Plan 2022/23 – Year 6

					<p>will impact on the reader; to edit and re draft our narrative to improve the desired effect on the reader</p> <p>Extended narrative integrating dialogue effectively</p>	
Mathematics	<p>1 Number sense (3 weeks)</p> <p>2 Additive reasoning (3 weeks)</p> <p>3 Multiplicative reasoning (1 week)</p>	<p>3 Multiplicative reasoning (2 week)</p> <p>4 Geometric reasoning (2 weeks)</p> <p>5 Number Sense (2 weeks)</p>	<p>6 Additive reasoning (3 week)</p> <p>7 Number Sense (3 weeks)</p>	<p>8 Multiplicative reasoning (3 week)</p> <p>9 Geometric reasoning (3 weeks)</p>	<p>10 Number Sense (2 weeks)</p> <p>11 Additive reasoning (3 weeks)</p> <p>12 Number Sense (1 week)</p>	<p>12 Number Sense (1 week)</p> <p>13 Multiplicative reasoning (3 weeks)</p> <p>14 Geometric reasoning (2 weeks)</p>
Science	<p>Animals and humans</p> <p>Circulatory system</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or</p>	<p>Electricity</p> <p>Associate the brightness of a 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</p>	<p>Living things</p> <p>Habitats – classification</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on</p>	<p>RSE</p>

Long Term Curriculum Plan 2022/23 – Year 6

	<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>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 shadows 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>similarities and 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	Digital Literacy Create a presentation using the skills learned on PowerPoint Fraud (online) Fraud can take place online and can have serious	Digital Literacy Cross reference information to determine validity Persuasive Design/Targeting of	Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous	Information Technology Use skills learned in Excel to calculate the cost of an event. Grooming/ Live Streaming Knowing about the	Digital Literacy Take videos and photos, edit a video using a trim tool in moviemaker Impact on quality of life, physical and mental health and	Personal Projects Online challenges acquire mass followings and encourage others to take part in what they suggest.

Long Term Curriculum Plan 2022/23 – Year 6

	consequences for individuals and organisations.	online content 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.	instructions 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 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	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 and watching it.	relationships. 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.	
--	---	--	---	---	--	--

Long Term Curriculum Plan 2022/23 – Year 6

			Abuse Online Some online behaviours are abusive. They are negative in nature, potentially harmful and in some cases can be illegal.			
French	Welcome to school super learners 1. Greetings 2. Numbers 3. Numbers 4. Days and months 5. School room 6. Classroom objects	My local area, your local area 1. Fireworks poem 2. Classroom Commands 3. Classroom Commands 4. Places in Town 5. Places in Town 6. Christmas Shopping	Family tree and faces 1. Epiphany 2. Family members 3. Family members 4. Faces 5. Faces 6. Faces	Celebrating Carnival Body parts 1.-6 Faces and body parts	Feeling unwell Jungle Animals 1. I don't feel well 2. I don't feel well 3 – 6 Jungle animals	The weather/ice creams/language puzzles 1 -3 The weather 4. Ice cream 5. Ice cream 6. Language puzzle
History	World War 2 1934 - 1945 - Key dates and events - D-Day landings, Battle of Britain High Flight – John Gillespie Magee Jr		A non-European society that provides contrasts with British history - 19 th Century - 1968 Black Power Salute at the Olympics		- 18 th and 19 th Century - The Industrial Revolution - Inventors or entrepreneurs	

Long Term Curriculum Plan 2022/23 – Year 6

	(poem to learn and remember) Alan Turing, Bletchley Park (WW2)		- Martin Luther King JR,Nelson Mandela, Tommie Smith and John Carlos			
Geography		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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		Compare Devon to a region in South America. Push and pull factors Use maps to focus on differences and similarities in climate, population and economy.		Human Geography – a focus on learning about trade between the UK and Europe, and Europe with the rest of the world.
Music Musician of the month – each	Learn the song “Happy” by Pharrell Williams.	Ukulele Play a range of chords	Learn and compose with the song “Don’t Stop	Easter Assembly songs Learn, improvise	Learn the song “Plastic” by Susan and Adam Sinclair.	End Of Year show

Long Term Curriculum Plan 2022/23 – Year 6

month a different artist to listen to and appraise.	Improvise and compose using interactive score on Charanga. Use recorders and glockenspiels to accompany the rhythm of the song.	Keeping a steady pulse Learning to play accompaniments to simple rhyme and songs Improvisation and composition with known notes and chords	Believin' by Journey.	and compose with "You've Got A Friend" by Carole King. Perform "You've Got A Friend" by Carole King. Accompany with glockenspiels and recorders.	Explore the composition or 4/4 beat structure and lyrics containing rhyming couplets in order to improvise. Perform the song PLASTIC. Perform improvisations of PLASTIC and video using Learnpads.	
Art	<p>Collage – Gustav Klimt <u>Inspiration from the greats.</u> 1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others. <u>Collage and Painting</u> 1. Combine visual and tactile qualities.</p>		<p>Printing – Elizabeth Catlett, Corita Kent – Art as Protest <u>Printing</u> 1. Create an accurate pattern, showing fine detail. 2. Use a range of visual elements to reflect the purpose of the work.</p>			<p>Drawing and Painting – Banksy Graffiti and Portrait <u>Drawing</u> 1. To experiment with ways of creating appropriate tone and texture. To use them to enrich drawings. 2. To observe the human figure in a variety of situations. 3. To develop an understanding of perspective - focal</p>

Long Term Curriculum Plan 2022/23 – Year 6

	<p>3. To extend use of collage materials revisiting texture pattern and shape.</p> <p><u>Textiles</u></p> <p><u>Sculpture - ceramics</u></p> <p>Design, make and evaluate 3D monster head inspired by the Jabberwocky in clay.</p>					<p>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 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>
--	--	--	--	--	--	---

Long Term Curriculum Plan 2022/23 – Year 6

Design Technology		<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>
Personal Social Health Education	<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</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</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</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</p>	<p>Respectful relationships</p> <p>Physical health and fitness</p> <p>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</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>

Long Term Curriculum Plan 2022/23 – Year 6

	<p>emotions and when they might need to listen to, or overcome these</p> <p>SFS : Resilience</p>	<p>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>SFS :Risk Taking</p>	<p>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. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</p> <p>Concept of 'balanced lifestyle'</p> <p>SFS: Responsibility</p>	<p>and conflicts through negotiation and compromise</p> <p>SFS: Co operation</p>	<p>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 speak to in school if they are worried about their health</p> <p>SFS: Self Belief</p>	<p>Carry out the procedure of the recovery position</p> <p>SFS: Understanding Yourself</p>
Religious Education	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save'	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets

Long Term Curriculum Plan 2022/23 – Year 6

		<p>some people not? <u>Overview:</u> Connecting the faith of Christians and non believers.</p> <p>Peace project <u>Overview:</u> Exploring faith and moral issues in the wider world context.</p>		<p>people <u>Overview:</u> Connecting the faith of Christians and Hindus.</p>		<p>hard? <u>Overview:</u> Connecting the faith of Christians, Muslims, Jews and Hindus</p>
Physical Education	<p>Personal</p> <p>Hockey: 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</p>	<p>Social</p> <p>Basketball 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.</p>	<p>Cognitive</p> <p>Tennis 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 accurately to challenge</p>	<p>Creative</p> <p>Tennis 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 accurate serving and a range of shots.</p>	<p>Physical</p> <p>Striking and Fielding Be able to strike a moving ball with intent to challenge the opposition. Use over arm throws with accuracy and distance and consideration of receiver. Intercept and catch a ball effectively and return it with speed, accuracy</p>	<p>Health and Fitness</p> <p>Striking and Fielding 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</p>

Long Term Curriculum Plan 2022/23 – Year 6

	and when to tackle the opposition to gain possession. Use body movement to create space away from the opposition to receive the ball.	Recognise how to create space to receive a ball to attack goal	opponent.		and consideration for receiver. Develop accurate bowling, combining underarm with over arm styles, to challenge batsman.	when fielding, to challenge the batsman. Develop competitive games involving a small group to incorporate accurate throwing, catching and striking.
--	---	--	-----------	--	--	---