



Year 6 Curriculum Plan

2023 - 2024

Beechwood Primary School

	Autumn 1 Battle for Britain	Autumn 2 Battle for Britain	Spring 1 Save our Planet	Spring 2 Sweet like Chocolate	Summer 1 Your Mountain is waiting	Summer 2 Take a bow																			
English	Non-chronological report – Pandora’s Planet – science link Narrative - Journalistic – Everest	Narrative – Beyond the Lines Diary - Refugee	Poetry – The Dreadful Menace Persuasive – World pollution (turtles) including debates and discussion	Narrative – Suspense writing	Narrative Letter Biographical – The Obamas	Instructional Play script Transition work																			
Reading	Everest: A remarkable Story The Midnight Guardians Ross Montgomery (WWII) The Diary of Anne Frank	Midnight Guardians Pig Heat Boy?	Blue Planet (3 week unit alongside Geography and English)	The Girl of Ink and Stars		All the things that could go wrong Stewart Foster																			
Maths Link	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Place Value</td></tr> <tr><td>Addition subtraction Multiplication and division</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Place Value	Addition subtraction Multiplication and division	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Fractions</td></tr> <tr><td>Measurement – converting units</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Fractions	Measurement – converting units	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Ratio</td></tr> <tr><td>Algebra</td></tr> <tr><td>Decimals</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Ratio	Algebra	Decimals	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Fractions, decimals and percentages</td></tr> <tr><td>Area, perimeter and volume</td></tr> <tr><td>Statistics</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Fractions, decimals and percentages	Area, perimeter and volume	Statistics	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Shape</td></tr> <tr><td>Position and direction</td></tr> </table> <p>This might change, depending on SATs analysis</p>	Year 6	Shape	Position and direction	<table border="1"> <tr><td>Year 6</td></tr> <tr><td>Themed projects, consolidation and problem solving.</td></tr> </table> <p>Any gaps in their learning</p>	Year 6	Themed projects, consolidation and problem solving.
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Science	Living things and their habitat Describe how living things are classified into broad groups according to common observable characteristics and based	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of	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	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 variations in how components function, including																				

	<p>on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>the heart, blood vessels and blood 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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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 shadows have the same shape as the objects that cast them.</p>	<p>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>	
Computing	<p>Programming A – Variables in games</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 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design</p>	<p>Data and information – spreadsheets</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Project Evolve – online bullying</p>	<p>Creating Media – 3D modelling</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>Creating media – webpage creation</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project Evolve – Health, well-being and lifestyles</p>	<p>Programming B – sensing movement</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 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Computing systems and networks – communication and collaboration</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Project Evolve – Self-image and identity</p>

	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Project Evolve – Online relationships and online reputation</p>		Project Evolve – managing online information		Project Evolve – copyright and ownership	
History		<p>Battle for Britain:</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain (8 week unit starting in Spring 1)</p>		<p>A non-European society that provides contrast with British history – Mayan Civilisation</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.</p>		<p>Transitions: the changing power of monarchs</p> <p>Using case studies such as John, Anne and Victoria</p>
Geography	<p>Battle for Britain:</p> <p>Locate European countries on a map....</p>		<p>Understand what the greenhouse effect and climate change are.</p> <ul style="list-style-type: none"> Identify natural and human causes of climate change. <p>Locational Knowledge</p> <p>Locate countries on a world map; use a key to compare average carbon emissions per person.</p> <p>To identify some of the impacts of climate change.</p> <ul style="list-style-type: none"> To describe in detail how a plant or animal species is being impacted by climate change. 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Mountains What is a mountain? How are they formed? What is the climate on a mountain? Seven summits Plan an expedition 	

			<p>To identify ways in which children’s rights are being affected by climate change.</p> <p>To explain some different ways in which people are taking climate action.</p> <p>To invent something that could help in the ‘fight’ against climate change.</p> <p>To identify and compare ways in which schools can take climate action. To select from and use a wide range of tools and materials to construct a model of a climate-friendly school.</p> <p>(3 week intensive unit)</p>			
Art and design	<p>Design and Technology - Project Structures – Designing an Anderson shelter</p> <p>Research - use research and develop design criteria to inform the design of functional, products that are fit for purpose</p> <p>Design generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make – select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate – evaluate their ideas and products against their</p>	<p>Art Project - observational art.</p> <p>Skill - Sketching and shading (Sketch techniques, different sketch pencil effects from B to 6B)</p> <p>Medium – Pencil</p> <p>Artist – Vincent Van Gogh Leonardo Da Vinci Peter Paul Rubens Andrew Mason</p>	<p>Art - Project -Impressionism Turtles</p> <p>Skill - Teaching the history of Impressionism.</p> <ul style="list-style-type: none"> -Colour blocking -Thickened paint -Mixing colours and shades -Sketching and painting techniques <p>Medium - Paint</p> <p>Artists - Main focus: Mary Cassatt Secondary focus: Renoir, Monet, Von Gogh</p>	<p>Design and Technology – Digital monitoring – Using Tinkercad</p> <p>Research -</p>	<p>Art project Mountains</p> <p>Skill- Print Making</p> <p>Medium- Oil pastels and paint</p> <p>Artist- Hokusai</p>	<p>Design and Technology Making a buzzer game – electricity</p>

	own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world (History lessons)																													
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PSHE	Being me in my world Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me (sex ed) Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition 'Al'right Charlie' Safeguarding																								
Music	WW2 This unit provides opportunities for pupils to listen to and appraise the music that was performed during World War 2. Pupils will also listen to some national anthems from the leading countries of World War 2 and learn to sing 'God save the Queen'.	Reggae In this unit pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical features and will listen to and appraise music by important reggae artists.	Garage band In this unit pupils use GarageBand to develop understanding of music technology. They explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation.	Artic In this unit pupils take inspiration from the musical devices used in Vivaldi's 'The Four Seasons, Winter', to explore how contrasts in music can be used to create programmatic soundscapes.	Electricity Taking inspiration from electrical circuits and symbols, pupils explore pulse, beat, rhythm and notation, writing and performing their own rhythm grid music. Pupils listen to some of the ways music was created using electricity during the first half of the 20th century.	Celebrations Using four celebrations from around the world, Chinese New Year (China), St Patrick's Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), pupils will learn that celebrations are an important aspect of culture, bringing communities together through dance and music.																								
RE	Theme:	Theme:	Theme:	Theme:	Theme:																									

	<p>Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<p>Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity</p>	<p>Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity</p>	<p>Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Beliefs and moral values Key Question: Does belief in Akhira (life after death) help Muslims lead good lives? Religion: Islam Theme: NB: This enquiry is taught in 2 sections over the term</p>	
MFL	<p>Cultural Unit – French History • France in WWI and WWII • Bastille Day • Napoleonic War • Also includes conversations – formal and informal. French Maths • To play and create maths games • Complete maths activities such as addition and subtraction My Community • Initial recap of family and friends Children will learn: • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery</p>	<p>My Home • Comparing houses in my street and town • Comparing houses between countries. • Designing a home Colours • Revision of work on colours Children will learn: • Describing physical appearances; 'blonde haired' • Applying grammatical rules correctly</p>	<p>Animals • Revision of animals Children will learn: • Describing animal body Food • Revise previous work on food Children will learn: • Writing a menu for school • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop Calendar • Revise previous work on time and calendars • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station</p>	<p>Clothing Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc Shopping • Revision of previous years. • At the market • Weights • Holding a conversation</p>	<p>Holidays and Celebrations • Revision of previous year groups • Retelling a simple story, such as Christmas in French. • Describing position of holidays (before August, after Easter) • Future holiday plans. Towns and Cities • Revision from previous year groups Children will learn: • Describing cities around the world and comparing them. • Describing Seasons and the Planets • Revision of weather Children will learn: • Describing the seasons • Activities and the weather • Planets in our solar system</p>	<p>Sport and Hobbies • Revise work from previous year • Describing and planning a sporting event. This could link to the Olympics or Sports Day School and The Future • Revision of school Children will learn: • What I want to study at school/university • Building sentences</p>
Trips		Bletchy Park				Ferny Croft Residential Dinton Pastures