






Year 6 Curriculum Plan 2024-2025

Term	Autumn One 4 th Sept – 24 th Oct	Autumn One and Two 4 th Nov – 19 th Dec	Spring One and Two 6 th Jan – 27 th Mar	Spring Two and Summer One 13 th April – 22 nd May	Summer Two 2 nd June – 17 th July
Driver Project	Islands of Evolution – Science 	Britain at War – History 	Frozen Kingdom – Science and Geography 	Hola Mexico – History 	Gallery Rebels - Art 
Significant Events	Roald Dahl Day Rosh Hashanah Black History Month Harvest Halloween	Anti-Bullying week Diwali Bandi Chhor Divas Remembrance Maths Week England St Andrews Day Christmas	Women in History Chinese New Year Lailat al Miraj Shrove Tuesday Valentines Day Parinirvana Day St Davids Day World Book Day Mothering Sunday St Patricks Day Easter	Eid al-Fitr Earth Day St George's Day Shakespeare's birthday VE Day	Eid al-Adha Father's Day National Sports Week
Super Starter	Career's Fair – School Jobs	WWI Soldier Visit	Amazing Icebergs	Mexican Fiesta	Cool Colour Experiments
Fabulous Finish	DNA extraction	End of War Celebration	Survival Day	Adios Amigos	Graffiti
English Writing Genres	<u>Writing to inform and persuade:</u> Letters of application – School Jobs <u>Writing to Entertain:</u> Character Description Adventure Narrative – character, dialogue and scene setting <u>Writing to Inform:</u> Explanatory Text (Science)	<u>Writing to Inform/Entertain:</u> WWI Diary writing - historical recount War Poetry – emotive/figurative imagery <u>Writing to Inform:</u> Non-Chronological Report (Historical) <u>Writing to Persuade:</u> Persuasive Poster (Historical)	<u>Writing to Inform:</u> Biography Non-Chronological Report – (Geographical/Scientific) <u>Writing to Persuade:</u> travel brochure <u>Writing to Inform/Persuade:</u> Persuasive Letter (narrative/key text linked)	<u>Writing to Entertain:</u> Myth - narrative <u>Writing to Discuss:</u> Balanced Argument (Historical) KS2 Tests	<u>Writing to Entertain:</u> Horror – Short Narrative <u>Writing to inform/entertain/persuade:</u> Leavers Memories and Manor Adventure Memories

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Driving Texts	 Kensuke's Kingdom Animation – Blackface	 Private Peaceful WWI Dulce et Decorum Est	 Survivors Shackleton's Journey Clockwork Shakespeare Macbeth	 Holes The Hero Twins	 Short and Scary Horowitz Horror Animation - Alma
Maths	Place Value Addition, Subtraction, Multiplication and Division Geometry – Position and Direction	Multiplication and Division Fractions Geometry – Position and Direction	Measurement – converting units Decimals Percentages Ratio Algebra	Measurement - Perimeter, Area and Volume Statistics – Pie Charts Geometry – Shape SATs	Geometry - Shape Consolidation/Themed projects, Problem Solving
Maths Cross Curricular	Statistics Mean – science link		Statistics Line Graphs – science link		Geometry - Shape Circles – art link Angles in polygons – computing link
Science	Evolution and Inheritance	Light	Electricity Living Things and their habitats	Animals including Humans Healthy Life Style	Animals including Humans Circulatory System
Art and Design	Bees, Beetles and Butterflies – drawing and painting techniques	Bees, Beetles and Butterflies – mixed media collages Textiles – wet felt Poppies Emotive and Persuasive Art of WWI	Inuit Art – sculpting, stencilling and printing	Day of the Dead Masks – sculpting 3D art forms	Distortion and Abstraction – including Orphism Tints, Tones and Shades Street Art: Graffiti and yarn bombing
Key Artists	<u>Contemporary Illustrator:</u> Lucy Arnold	<u>WWI artists</u> - John Singer Sargent, John Nash, Paul Nash	<u>Inuit artist:</u> Kenojuak Ashevak	Frida Kahlo	<u>Graffiti Artist:</u> Banksy <u>Abstract Artist:</u> Delauney
Geography	Locational Knowledge World's Countries focusing on South America – revision and retrieval	Locational Knowledge Europe during WWII and Europe today – revision and retrieval	<u>Geography Led Theme</u> Characteristics of Polar Regions	Our Changing World Geographical skills Physical Geography	Our Changing World The UK Analysing data and fieldwork – Road Safety
History	<u>History Concept</u> – Power and Leadership	<u>History Concepts</u> – Power and Leadership; Conflict/Invasion	<u>History Concepts</u> – Migration and Exploration; Society and Human Rights	<u>History Concept</u> – Settlements	<u>History Concept</u> – Culture and Pastimes
	History – significant individual Charles Darwin	<u>History Led Theme</u> WWI and WWII as significant turning points in British History	<u>History Skills Focus</u> The Titanic and Antarctic Explorers	<u>History Led Theme</u> Non-European Society: Maya Civilisation	Continue studying Maya Civilisation with focus on culture and pastimes

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		Local History – Stratford-upon-Avon at War			
D & T	X	<u>Make, Do and Mend</u> - Textiles	<u>Engineer</u> - Bridges Construction and structures	<u>Food for Life</u> – Nutrition and Healthy Eating	X
Computing	<u>Digital Literacy - Online Safety</u> Barefoot Computing - the Phisherman Game Purple Mash – Online Safety Unit 6.2 <u>Information Technology - Spreadsheets 1</u> Purple Mash – Spreadsheets Unit 6.9 navigating spreadsheets, carrying out basic calculations and using formulae (Maths link – formulae and mean)	<u>Computer Science and Information Technology - Code Cracking</u> Barefoot Computing - History of Computing and Code Cracking devices in WWII (History link) <u>Computer Science - Networks</u> Purple Mash – Networks Unit 6.6	<u>Computer Science and Digital Literacy – Blogging</u> Purple Mash – Blogging Unit 6.4 <u>Information Technology - Spreadsheets 2</u> Purple Mash – Spreadsheets Unit 6.9 Using data: Creating a database (History link - Titanic passenger information), organising, presenting and sorting data	<u>Computer Science and Information Technology - Text Adventures</u> Purple Mash - Text Adventures Unit 6.5 <u>Quizzing</u> Purple Mash - Quizzing Unit 6.7 (SPAG link) <u>Digital Literacy - Online Safety</u> (Jigsaw PSHE link)	<u>Computer Science and Information Technology - Programming</u> Barefoot Computing - Crystal Flowers (Scratch) Programming, algorithms and debugging (Maths link – angles)
MFL	<u>As-Tu Un Animal?</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).		<u>Les Habitats</u> Tell somebody in French the key elements that animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats.		<u>Au Salon de The</u> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.

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Music	<u>Electricity</u> Introducing notation, crotchets, beat, rhythm and learning how to write on a stave	<u>WW2</u> Exploring melody and learning chords and dynamics	<u>Arctic</u> Creating a soundscape, exploring using notation and exploring contrasts in music - Vivaldi Four seasons.	<u>Celebrations</u> learning to perform using the pentatonic scale	<u>Garageband</u> Returning to using chords, composing a melody and learning how to structure music	<u>Reggae</u> Music for performance, appraising music by Reggae artists and learning to identify features
PE	Hockey Tennis	Dance Volleyball	Gymnastics OAA	Dance Fitness	Basketball Handball	Athletics Cricket
PSHE	Jigsaw Being Me in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me
RE	Judaism Rosh Hashanah and Yom Kippur	Sikhism Bandi Chhor Divas	Buddhism Parinirvana	Islam Lailat al Miraj	Hinduism Kumbh Mela	Christianity Sunday
SMSC	<p><u>Spiritual</u> - Debate and question big ideas such as evolution</p> <p><u>Moral</u> - Explore sensitive issues such as genetic modification</p> <p><u>Social</u> – Use group work/talk tasks as an opportunity to learn from others and notice that different people solve problems in different ways</p> <p><u>Cultural</u> - explore different beliefs about aspects of science e.g. evolution; investigate variation between living things</p>	<p><u>Spiritual</u> - discover how past and present is interconnected; understand how beliefs shaped actions during WWI/WWII and how beliefs have changed over time.</p> <p><u>Moral</u> - Understand how people have been treated unfairly in the past</p> <p><u>Social</u> – investigate aspects of local history</p> <p><u>Cultural</u> - Dance from different historical periods; conflict within different societies and attempts to resolve them</p>	<p><u>Spiritual</u> – develop a sense of awe and wonder about the natural world around us e.g. icebergs, Northern Lights</p> <p><u>Moral</u> - investigate and express their views on issues such as global warming and conservation to protect the environment</p> <p><u>Social</u> - learn about the human geography of different communities and societies; participate in fundraising to support and protect our environment</p> <p><u>Cultural</u> - Explore Inuit cultural and artistic traditions</p>	<p><u>Spiritual</u> - explore chronology and our place in history; understand how people’s beliefs have shaped their actions</p> <p><u>Moral</u> - explain why they think the choices people made were right or wrong</p> <p><u>Social</u> – make healthy choices when designing menus</p> <p><u>Cultural</u> - find out about historical sites, festivals and celebrations in other countries; find out about ancient civilisations from around the world; explore other number systems from the past and around the world; explore and create foods and dishes from other cultures</p>	<p><u>Spiritual</u> - explore emotions expressed in works of art; explore art in the environment; explore and create images that reflect a personal interpretation of the world around them</p> <p><u>Moral</u> - explore art that challenges moral and ethical beliefs</p> <p><u>Social</u> - create art in and for the community</p> <p><u>Cultural</u> – appreciate cultural influences in art</p>	

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British Values	<p><u>Democracy</u> - Listen to other people's opinions and ideas about scientific theories or religious questions; take part in House Captain Election</p> <p><u>Rule of Law</u> - follow safety rules in science</p> <p><u>Individual Liberty</u> - express a view on a sensitive or controversial issue</p> <p><u>Tolerance and Respect</u> - work together to plan enquiries</p>	<p><u>Democracy</u> - Understand how and why democracies have failed e.g. dictatorships (Hitler)</p> <p><u>Rule of Law</u> - rules of law that have influenced or caused historical change</p> <p><u>Individual Liberty</u> - explore how historical figures expressed their views and beliefs and how these influenced history; explore where individual liberty has been oppressed</p> <p><u>Tolerance and Respect</u> - explore how prejudice and discrimination has influenced history and affected groups of people</p>	<p><u>Democracy</u> - investigate the laws of different geographical locations</p> <p><u>Rule of Law</u> - investigate the laws of different geographical locations</p> <p><u>Individual Liberty</u> - express views on environmental issues</p> <p><u>Tolerance and Respect</u> - discuss different cultures and beliefs (Inuit) and question misconceptions they may have about them</p>	<p><u>Democracy</u> - make decisions and come to conclusions using historical evidence</p> <p><u>Rule of Law</u> - read stories that deal with laws in the past e.g. Holes (slavery, segregation)</p> <p><u>Individual Liberty</u> - explore where individual liberty has been oppressed e.g. Holes (slavery, segregation)</p> <p><u>Tolerance and Respect</u> - read stories that raise discussion about stereotyping e.g. Holes</p>	<p><u>Democracy</u> - make decisions and come to conclusions using historical evidence</p> <p><u>Rule of Law</u> - street art and the law</p> <p><u>Individual Liberty</u> - express opinions about works of art; express thoughts and feelings through a piece of art</p> <p><u>Tolerance and Respect</u> - accept constructive feedback about their art from others</p>
Experience Pathways	<p>Careers and Life Experiences - School Job Application Process; RSC Work Experience Day</p> <p>Cultural Diversity Experiences – sampling and cooking foods from other cultures, including Mexico; exploring a range of festivals and celebrations; exploring cultural and artistic traditions</p> <p>Extra-Curricular Experiences - Survival Day; Manor Adventure week; Y5 and Y6 Performance</p>				