

Manland Primary School-Long Term Curriculum Plan

Overview of Skills-Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic/Theme	How humans and other organisms of the world have adapted to different environments		Britain and the World at War		The Cultural Importance of China	
British Values Focus	The Rule of Law -Why do we have rules?	Democracy. Why do we vote? How can we have our say in school?	Tolerance of those of different faiths and beliefs. I accept you, you accept me.	Individual liberty. Free to be me, free to be you.	Mutual respect. How do we get on, even if we disagree?	Self-Respect Looking after myself
English	Work centred around the book 'Skellig' by David Almond	Genetic Engineering discussions, Christmas extended story	Work centred around the book 'Friend or Foe' by Michael Morpurgo	War diaries, newspaper reports on the announcement of war and of local bombing raids	Extended story writing linked to ancient China	Independent story writing. Report on the British legal system
Maths	Number, place value and the four operations	Fractions, percentages and decimals	Geometry, ratio	Measures, position and direction	Measurement, including time.	Algebra and statistics
Science	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	<ul style="list-style-type: none"> • Relate knowledge of plants to studies of evolution and inheritance. • Relate knowledge of plants to studies of all living things. 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. 	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans. 	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Understand 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 eyes. • Use the idea that light travels in 	Use test results to make predictions to set up further comparative and fair tests. 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.	

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				<p>straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <ul style="list-style-type: none"> • 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. 		
Art	<p>Enhance digital media by editing (including sound, video, animation, still images and installations). Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p>Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 		<p>Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 		<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. <p>Build up layers of colours.</p> <ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	
Computing	<p>Set IF conditions for movements. Specify types of rotation giving the number of degrees.</p> <p>Use IF THEN ELSE conditions</p>	<ul style="list-style-type: none"> • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a 	<p>Collaborate with others online on sites approved and moderated by teachers.</p> <ul style="list-style-type: none"> • Give examples of the risks of online communities and 	<ul style="list-style-type: none"> • Understand the effect of online comments and show responsibility and sensitivity when online. <p>Choose the most suitable</p>	<p>Use IF THEN ELSE conditions to control events or objects.</p> <p>Use a range of sensing tools (including proximity,</p>	<p>Use lists to create a set of variables.</p> <p>Select appropriate applications to</p>

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	<p>to control events or objects. Use lists to create a set of variables. Use the Boolean operators < () () = () () > () ()and() ()or() Not() to define conditions.</p> <ul style="list-style-type: none"> • Use the Reporter operators + () - () * () / () to perform calculations. Pick Random () to () Join () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of (). 	<p>file and edit them. Add effects such as fade in and out and control their implementation.</p> <ul style="list-style-type: none"> • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. 	<p>demonstrate knowledge of how to minimise risk and report problems.</p> <ul style="list-style-type: none"> • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand how simple networks are set up and used. 	<p>applications and devices for the purposes of communication.</p> <ul style="list-style-type: none"> • Use many of the advanced features in order to create high quality, professional or efficient communications. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	<p>user inputs, loudness and mouse position) to control events or actions.</p>	<p>devise, construct and manipulate data and present it in an effective and professional manner.</p>
Cooking	<p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p>		<p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>		<p>Demonstrate a range of baking and cooking techniques</p>	
Design and Technology	<p>Write code to control and monitor models or products.</p>		<p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <ul style="list-style-type: none"> • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) 		<p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p>	
Geography	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: Historical borders of European countries during the Second World War 		<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	

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	<p>and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 		
History	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Identify continuity and change in the history of the locality of the school.</p> <p>Use dates and terms accurately in describing events.</p> <p>Use original ways to present information and ideas.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy.
Music	<ul style="list-style-type: none"> • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skilful playing (instrument). • Create songs with verses and a chorus. • Combine a variety of musical devices, including melody, rhythm and chords. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. <p>Use and understand simple time signatures.</p> <ul style="list-style-type: none"> • Choose to include: <ul style="list-style-type: none"> • lyrics and melody • harmonies • accompaniments • cyclic patterns 		

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	<ul style="list-style-type: none"> • combination of musical elements • Describe how lyrics often reflect the cultural context of music and have social meaning. 					
PE	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong, fluent and expressive.</p> <p>• Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>• Vary speed, direction, level and body rotation during floor performances.</p> <p>Use forehand and backhand when playing racket games.</p> <p>At Caythorpe: Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <ul style="list-style-type: none"> • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the 	<p>Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. 	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong, fluent and expressive.</p> <p>• Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>• Vary speed, direction, level and body rotation during floor performances.</p>	<p>Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. 	<p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. 	<p>Choose the best place for running over a variety of distances.</p> <ul style="list-style-type: none"> • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement <p>Field, defend and attack tactically by anticipating the direction of play.</p> <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.

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	<p>most challenging circumstances, rallying others if need be.</p> <ul style="list-style-type: none"> • Use a range of devices in order to orientate themselves. 				
R.E.	<p>Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>	<ul style="list-style-type: none"> • Express their own values and remain respectful of those with different values • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	<p>Show an understanding of the role of a spiritual leader.</p> <p>Explain some of the different ways that individuals show their beliefs.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <ul style="list-style-type: none"> • Explain why their own answers to ultimate questions may differ from those of others. 		
PSHE	<ul style="list-style-type: none"> • Become fully involved in clubs or groups. • Have fun working hard. • Understand the benefits of effort and commitment <p>-Enjoy new things and take opportunities wherever possible</p> <ul style="list-style-type: none"> • Meet up with others who share interests in a safe environment. 	<p>Enjoy new things and take opportunities wherever possible.</p> <ul style="list-style-type: none"> • Understand techniques and methods that aid concentration. • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment • Consider oneself to be lucky and understand the need to look for luck. • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view. 	<p>Give full concentration.</p> <ul style="list-style-type: none"> • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things. • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work. 		