



Barrowcliff School- Long Term Curriculum Plan - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Vikings	The Heart & The Circulatory System	South America	Evolution & Inheritance	Islamic Civilisations	Living Things & Their Habitats
Enquiry Question	Were the Vikings always victorious & vicious?	Why is our heart the most important pump we own?	Why has Brazil got one of the fastest growing economies?	Have we always looked like this?	Why was the Islamic civilisation known as the golden age?	How can we find out if spiders and flies are related?
Focus Text	Viking Boy by Tony Bradman	Pig Heart Boy by Malorie Blackman	Trash by Andy Mulligan	Wonder by R J Palacio	Tales from the Arabian Nights by Andrew Laing	The Spider & the Fly by Tony DeTerlizzi
Maths	Number & Place Value: Numbers to 10 million (1 wk) Calculation: Four operations on whole numbers (4 wks) Fractions, Decimals & Percentages: Fractions (2 wks)	Fractions, Decimals & Percentages: Fractions (1 wk) Fractions, Decimals & Percentages: Decimals (3 wks) Measurement: Measurements (1 wk)	Measurement: Measurements (1 wk) Word Problems (1wk) Mid-Year Tests & Assessments (1wk) Fractions, Decimals & Percentages: Percentage (1wk)	Algebra: Algebra (2wks) Measurement; Area & Perimeter (2 wks) Geometry: Properties of Shape (1wk) Geometry: Position & Direction	Statistics: Graphs & Averages (2 wks) Number & Place Value: Negative Numbers (1wk) SATS Measurement: Volume (1 wk)	Geometry: Position & Movement (1wk) Statistics: Graphs & Averages (1wk) Revision: Revisit Number & Calculation and Fractions, Decimals & Percentages.

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			Ratio & Proportion: ratio (2 wks)		Geometry: Properties of Shape (2 wks)	(3 wks)
English	<p>Linked Texts: <u>The Last Viking</u> by Terry Deary <u>How to be a Viking</u> by Cressida Cowell <u>Viking Voyagers: Discover the Story of the Vikings</u> by Jack Tite</p> <p>Narrative: Story with a strong setting/character.</p> <p>Diary Entry: Anglo Saxon child</p> <p>Non-Chronological Report: Viking Invasions</p>	<p>Linked Texts: <u>The Three Questions</u> by Jon Muth</p> <p>Narrative: Story based on Pig Heart Boy told with two narrators with different points of view.</p> <p>Explanation (Linked to Science topic)</p> <p>Newspaper Report -Pig Heart Boy article</p>	<p>Linked Texts: <u>How Night Came From Sea</u> by Mary-Joan Gerson <u>Brazilian Folktales</u> by Livia de Almeida</p> <p>Narrative: Version of a myth/Folk tale</p> <p>Persuasive Text: Balanced Argument (Rainforests/Brazilian economy)</p> <p>Narrative: Story with varied story structure (e.g. flashback).</p>	<p>Linked Texts: <u>A Monster Calls</u> by Patrick Ness <u>One Smart Fish</u> by Christopher Wormell</p> <p>Poetry: Benjamin Zephaniah (Who are We? / Dis Poetry/Body talk</p> <p>Narrative: Character studies Write sections of story from POV of characters in Wonder</p> <p>Biographical writing – Biography of famous scientist (Darwin)</p>	<p>Linked Texts: <u>Marvellous stories from the life of Muhammad</u> by Mardija Aldrich <u>The Splendid Kingdom</u> by Lily S Mohsen</p> <p>Non-Chronological Report: The Golden Age</p> <p>Narrative: Adventure Story (Linked to Sinbad's Seven Voyages)</p> <p>Instructions: How to make a fairground model (Link to DT)</p>	<p>Linked Texts: <u>Beetle Boy</u> by M G Leonard</p> <p>Narrative: Story based on Beetle Boy: dialogue used to develop characterisation</p> <p>Recount: of a trip or experience</p> <p>Newspaper Report.</p>

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**Ongoing
Key Skills**

Writing Composition

Know that different text types need different sentence structures and techniques. Know that different text types need different word and language choices. Know that different text types need different levels of formality. Know the purpose of the writing and the effect on the reader. Develop a tool kit or success criteria for the writing, taking into account:

- Structure organisation including presentational devices
- techniques
- language choices
- technical/specific word choice (See Medium Term Plans)

Grammar & Vocabulary

Understand that a wide range of devices are used to link ideas in paragraphs. Recognise that these will be different according to the text type, purpose and audience. Use appropriate cohesive devices in own writing. Check that selected devices link ideas. Choose the correct level of formality for the audience and purpose of the writing. Develop a bank of noun phrases for current writing. Understand that sentences can be active or passive and when it is appropriate to use it. Recognise that a semi-colon can be used to separate items that are longer than one word in a list. Write sentences using a semi-colon to separate items in a list. Understand when it is appropriate to use the passive voice. Use the passive voice appropriately to change the focus or emphasis or in impersonal writing.

Spoken Language

Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own composition

Reading

Know that there is a range of narrative genres. Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the structure guides the reader to find specific information.

Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines.

Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from

	reading. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text.					
Science	<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 reflect light into the eye. 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>Heart & the 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>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</p>	<p>Sound :</p> <p>Recognise that sounds can be high or low (pitched)</p> <p>Describe how sounds are made when objects vibrate</p> <p>Recognise that not all objects can be seen to vibrate</p> <p>Recognise that vibrations can travel at different speeds through different mediums</p>	<p>Evolution & 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>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</p>	<p>Electricity</p> <p>Associate the brightness of a lamp (bulb) or the volume of a buzzer with the number and voltage of cells (batteries) used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Living Things & Their Habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>

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	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	animals, including humans.		in different ways and that adaptation may lead to evolution		
Humanities	<p>History – Viking & Anglo-Saxon Struggle for the Kingdom of England</p> <p>Know why the Vikings came to Britain</p> <p>Know where the Vikings first landed in Britain</p> <p>Know where the Vikings came from</p> <p>Know that the Vikings were</p>	<p>Geography: The UK In Modern Europe</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these</p>	<p>Geography – Physical & Human Characteristics of South America</p> <p>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 cities.</p>	<p>History: Chronology</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>construct informed responses that involve thoughtful selection and</p>	<p>History – A contrasting non-European society</p> <p>Pupils will be taught about: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</p> <p>Know where the Middle East is and particularly, Baghdad</p>	<p>Fieldwork Study</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</p>

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	<p>formidable warriors</p> <p>Know about what life was like for Viking children</p> <p>Know why the Viking long ships were ideal for invading other lands</p> <p>Know about Viking food and weapons and about the misconceptions there are about the Vikings</p>	<p>aspects have changed over time</p> <p>Study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America</p> <p>Pupils will be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>	<p>Should know that the house of wisdom was similar to a modern university or library</p> <p>Should know that the Islamic civilization around 900AD was known as the Golden age because of the positive things they brought the world</p> <p>Know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned</p> <p>Know about the Prophet Muhammad and know key facts about his life</p>	<p>build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
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					Know how and why the Golden Age came to an end	
PSHCE	Global Citizenship Children's Universal Rights Feeling Welcome and Valued Anti- Social Behavior	Understanding Disability Power Struggles Understanding Bullying Empathy	Personal Learning Goals Emotions in Success Making a Difference in the World Recognising Achievements	Taking Personal Responsibility How substances affect the body Managing Stress Exploitation, including 'county lines' and gang culture	Mental Health Love & Loss Managing Feelings Assertiveness Technology Safety	Puberty & Feelings Reflections about change Physical Attraction Sexting Boyfriends/Girlfriends
Computing	i program To program a computer game by sequencing conditional statements To use variables in programs	i safe e safety To recognise the importance of never sharing passwords, except with parents or guardians	i network To understand that a computer network is a group of computers that are connected To know that computer networks allow users to	i app (unit 1) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;	i app (unit 2) Understand computer networks including the internet; how they can provide multiple services, such as the WWW; and the opportunities they offer for	revision unit i safe Knowhow to behave if you experience harassment Make good decisions

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	<p>To use procedures in programs</p> <p>To understand that the behaviour of a computer program should be planned</p> <p>To understand that programs are developed according to a plan</p> <p>To develop strategies for testing and debugging computer programs</p>	<p>Know how to create passwords that are hard to guess, yet easy to remember</p> <p>Customize privacy settings for the online services they use</p> <p>Learn specific ways to respond to bullying when you see it</p>	<p>communicate and share</p> <p>To understand that the internet is many networks that are connected to each other</p> <p>To know that a router sends/receives information as packets of data</p> <p>To know that internet search engines maintain, and rank, a list (or index) of other websites available on the WWW</p> <p>To know that web pages are written in HTML</p> <p>To recognise and use basic HTML syntax</p>	<p>solve problems by decomposing them into smaller parts</p> <p>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>communication and collaboration</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>when choosing how and what to communicate and whether to communicate at all</p> <p>Be aware of online tools for reporting abuse</p>
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PE	Unit 1 – Personal Coordination: Sending & Receiving Agility: Ball Chasing	Unit 2 – Social Dynamic Balance: On a Line Counter Balance: With a Partner	Unit 3 – Cognitive Coordination: Ball Skills Agility: Reaction/Response	Unit 4 - Creative Static Balance: Seated Static Balance: Floor Work	Unit 5 – Physical Dynamic Balance to Agility: Jumping & Landing Static Balance: One Leg	Unit 6 - Health & Fitness Static Balance: Stance Coordination: Footwork
Music	Happy – Pharrell Williams Listen & Appraise: Happy (Pop/Neo Soul) Musical Activities using glocks and/or recorders	Classroom Jazz – Listen & Appraise: Bacharach Anorak and Meet the Blues – Musical Activities using glocks and/or recorders	A New Year Carol – Listen & Appraise: A New Year Carol (The music of Benjamin Britten) – Perform & Share	You’ve Got a Friend Listen & Appraise: You’ve Got A Friend (The music of Carole King) Perform & Share	Music and Me Listen & Appraise music from four different inspirational female artists Create: write own music using ‘Music and Me’ (‘Identity’) as a theme.	Reflect & Rewind Listen and Appraise Reflect and Rewind Musical Activities Reflect, Rewind and Replay
RE	What do religions say to us when life gets hard?	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?	Easter Resurrection & New Life: What does this mean to Christians?	What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?	
Art & Design	Design & Technology:	Art-Sketching	Art- South and Central American Art	Art /DT Sewing & Batik	Design & Technology:	Art - Painting Poster paint

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	<p>Shelters – Viking Dwelling</p> <p>Learn about structures.</p> <p>That structures can fail when loaded, and the use of techniques for reinforcing and strengthening structures</p> <p>Know the strength of tubes as a construction material and textiles as a suitable cover for a framework.</p>	<p>Objects/Still Life/Scenes</p> <p>Use a range of materials to produce line, tone and shade. (Charcoal)</p> <p>Select appropriate media and techniques to achieve a specific outcome.</p> <p>Show greater emphasis to detail.</p> <p>Work indoors and outdoors. Include cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>	<p>Study a selection of South American artists</p> <p>Frida Khalo.</p> <p>Joaquin Torres Garcia.</p> <p>Leonora Carrington.</p> <p>Diego Rivera.</p> <p>Beatriz Milhazes.</p> <p>Carlos Paez Vilaro.</p> <p>Sculpture – Clay</p>	<p>Use a smaller eyed needle to stitch.</p> <p>Running stitch- start to explore some other stitches.</p> <p>Dyes fabric using tye dye/ batik.</p>	<p>Fairgrounds (Electrical)</p> <p>Understand an important mechanism</p> <p>Use pulleys and belts</p> <p>Learn about control using electricity and an electric motor</p> <p>Introduction to computer control.</p>	<p>Refine technique</p> <p>Make informed decisions about colour.</p> <p>Select and work with a limited palette.</p> <p>Watercolour paint</p> <p>Priming the paper.</p> <p>Exploring how to stop the bleeding.</p>
French	Les Portraits	Les Cadeaux	Les Carnival des Animaux	Au Café	Tour de France	Destinations

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	<p>Learn to describe themselves and other people</p> <p>Develop language skills to understand clues in a guessing game</p> <p>Write a paragraph about a famous person</p>	<p>Learn some words for presents</p> <p>Learn how to ask for presents and be able to say what they will buy for other family members</p> <p>Be able to thank someone for a gift and write gift tags, lists and letters</p> <p>Use previous knowledge, in a new context, to speak, read and write about family hobbies</p>	<p>Listen to a piece of music by a French composer</p> <p>Learn new animal names</p> <p>Learn about animal habitats</p> <p>Learn how to design a poster in French</p> <p>Read information texts – about a carnival, an email and a poster + option to learn about animal noises in other cultures</p>	<p>Learn to order a range of snacks and drinks</p> <p>Understand and justify likes and dislikes</p> <p>Learn to understand price</p>	<p>Learn about France, Paris and Le Tour de France</p> <p>Learn how to make an oral and written presentation in French</p>	<p>Learn names of countries in French</p> <p>Learn shape names</p> <p>Learn to describe nationality, where they are from + the language they speak</p> <p>Learn to describe holiday plans</p> <p>Become more aware of stereotypes</p> <p>Develop awareness of francophone countries</p> <p>Explore other European languages</p>
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