

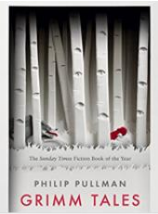
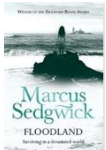
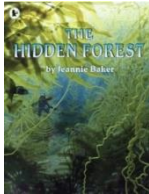
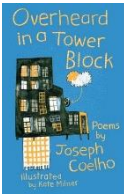




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	Autumn	Spring	Summer
Theme	DARWIN'S DELIGHTS	DESTINATION SAO PAULO (I've asked Tracey to find out if can stick to North America instead)	SWITCH!
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community; caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
Experiential Learning	Life Centre- Robots Theatre Visit	RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis - captainlynnegmail.com lynnedavis@salvationarmy.org.uk	Cathedral Trip - leavers
Parental involvement	Times tables, spelling and reading	SATS REVISION	SATS REVISION Class assembly- Leavers' assembly
English	Characterisation and story structure- Grimm Fairy Tales. Floodland- story telling and art work. Explanation linked to evolution and inheritance (Science link) Non- chronological report- The History of technology (History link) Discursive argument and debate -Creation - science versus religion (Science link)	Research and information texts-The Hidden Forest Poetry and school visit to London- Overheard in a Tower Block. Non- chronological report- how we see. (Science link) Poetry- The power of Imagery Explanation text How a pinhole camera works (Science)	Diaries, letters, memory maps- Some Places More Than Others. Journalistic writing- The Three Little Pigs Project. Poetry- Finding a voice- reading poetry aloud

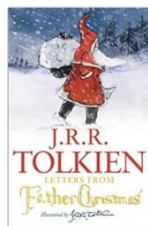


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	<p>Poetry- Narrative poetry</p>	<p>Persuasive writing- Visit South America (Geography link)</p> <p>Diary writing - My South American Adventure (Geography link)</p> <p>Persuasive writing - trade links (Geography link)</p>	
<p>Quality Texts</p>	<p>Grimm Tales for Young and Old: Phillip Pullman.</p>  <p>This novel will guide the children through a range of Grimm tales and look closely at the common characteristics. We will analyse the language, characterisation and common story structure across the many tales. Children will eventually work towards creating their own Grimm tale, planning a balance of dialogue and narrative. These stories will be used to create a class book.</p> <p>Floodland : Marcus Sedgwick</p>  <p>The novel will be used to encourage children to engage with a story with which they will empathise. They will explore themes and issues, responding with drama, story telling and art work. The children will also become familiar with the characters and write with confidence for an audience.</p> <p>Letters to father Christmas J.R.R. Tolkien</p>	<p>The Hidden Forest: Jeannie Baker.</p>  <p>Children start their exploration of this novel by creating a collage based upon the author’s art work. They will also create an advertisement for the book. They then move on to explore and record the main character’s feelings. After the receipt of a letter, they research ‘Giant Sea Kelp using the information to write a letter. A second letter results in an opposing view which leads to a debate involving Thought Tapping and modelled writing.</p> <p>Overheard in a Tower Block: Joseph Coelho</p>  <p>Recounting the childhood of a child living in a city block, many of these poems are sad or angry. This collection deals with a variety of current issues so that children can identify with issues which particularly resonate. Children will identify poetic and figurative language. Children will be taught the</p>	<p>Some Places More Than Others: Renee Watson</p>  <p>This novel explores the question ‘What makes you you?’ Opportunities for writing include diaries, letters, memory maps, recipe instructions, leaflets, poems and a biography. Children will also have the opportunity to mirror the Suitcase Project completed by Amara in the book.</p> <p>The Three Little Pigs Project.</p>  <p>We will use the 2012 Guardian ‘Three Little Pigs’ advert. This will give the children the opportunity to explore journalistic writing by identifying viewpoint and bias. It also looks at other writing requiring a stance or point of view from a particular angle. This will include a debate and a defence case for a lawyer. We will explore the role of active and passive in reported events.</p>



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Every December an envelope bearing a stamp from the North Pole would arrive for J.R.R.Tolkien's children. Inside would be a letter in strange spidery writing and a beautiful colour drawing. They were from Father Christmas telling tales of life at the North Pole. We will explore the features of these letters and research some of the information provided. Children will also have the opportunity to write their own letters.

skill of summarising and look at words in context to identify meanings in detail.

<p>Maths</p>	<p>See White Rose Overview Autumn Term Number Place Value Addition and Subtraction Multiplication and Division Fractions Geometry: Position and Direction</p> <p>Sorting diagrams and logic diagrams- classification (Science link)</p>	<p>See White Rose Overview Spring Term Number- Decimals Number-Percentages Number- Algebra Measurement Converting Units Measurement- Perimeter, Area, Volume Number Ratio Consolidation</p> <p>Accurate measurement of shadows (Science link) Measuring miles between South American cities - (Geography link.) Using an 8-point compass- Geography link</p>	<p>White Rose Overview Summer Term Statistics Geometry Properties of Shape Outdoor Maths Mastery Challenge.</p>			
<p>Science</p>	<p><u>Properties and changes of materials (moved from Year 5. Covid-19 Response)</u></p> <ul style="list-style-type: none"> - Compare and group materials on the basis of their properties. - Know that some materials will dissolve to form a solution and how to recover the substance. 	<p><u>Animals inc. Humans</u></p> <p>This topic, including the circulatory system, health and exercise, was swapped with the properties and changes of materials Year 5 unit last year, as a Covid-19 Response. This topic could be recapped at the end of the school year if there is an opportunity, but students engaged well at home (recap)</p>	<p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> - 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 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> - Describe how living things are classified into broad group according to common characteristics, including microorganisms, plants and animals. - Give reasons for classifying plants and animals based on 	<p>SATS revision</p> <p><u>Light</u></p> <ul style="list-style-type: none"> - Recognise 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 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> - 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



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<p>- Decide how mixtures might be separated.</p> <p>- Give reasons, based on fair testing, for the particular use of materials.</p> <p>- Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>- Explain that some changes (irreversible) result in the formation of new materials.</p> <p>■ Autumn 1 and 2.</p>	<p>only).</p>	<p>things produce offspring of the same kind, but normally offspring are not identical to their parents.</p> <p>- Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.</p> <p>■ Spring 1.</p>	<p>specific characteristics.</p> <p>■ Spring 2.</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 object which cast them.</p> <p>■ Summer 1.</p>	<p>on/off position of switches.</p> <p>- Use recognised symbols when representing a simple circuit in a diagram.</p> <p>■ Summer 2.</p>
<p>Skills</p> <p>Discussing and Questioning: Ask questions that have a clear scientific purpose.</p> <p>Observing and Measuring: Decide what type and the number of measurements are required. Select appropriate equipment from the range available.</p> <p>Predicting: Predict outcomes based upon scientific knowledge and understanding.</p> <p>Recording in Tables: Record results accurately, using appropriate headings.</p> <p>Recording in Charts and Graphs: Decide upon an appropriate method of recording.</p> <p>Interpreting Results: Start to explain patterns/draw conclusions using scientific knowledge and understanding.</p> <p>Evaluating Results: Look at the results of repeat readings and suggest why we may get different results from the same test. Identify unusual/unexpected results.</p>		<p>Skills</p> <p>Discussing and Questioning: Identify questions that cannot be investigated. Use scientific vocabulary regularly during discussions. Use a systematic approach to asking and answering scientific questions.</p> <p>Planning: Show how to vary one factor while keeping the rest the same. Use scientific vocabulary to identify the variables in the investigation.</p> <p>Observing and Measuring: Use appropriate range or sample of data. Begin to use decimal places in measurements.</p> <p>Recording tables Use ICT to record results. Begin to record decimal places/averages</p>		<p>Skills</p> <p>Predicting: Start to carry out preliminary work to refine predictions.</p> <p>Fair Testing: Set up a fair test, knowing what to change and what to keep the same. Know and explain why fair testing is important.</p> <p>Observing and Measuring: Use averages to present their findings.</p> <p>Recording Charts and Graphs: Present data as line graphs. Begin to use lines of best fit.</p> <p>Evaluating Results: Decide whether unusual readings were accurate or sufficient in number to provide a pattern.</p>	
<p>History</p>	<p>What's in a name?</p> <p>Developing Historical Knowledge: Local history of the turn of the century and Durham's involvement in WW1. Written accounts and key features of particular developments.</p> <p>Explaining/ Analyse second order concepts: Consideration of significance of historical events and how this might be communicated.</p>				<p>Has life got better for children in Britain?</p> <p>Historical knowledge - develop chronological understanding and an awareness of the key features of differing periods in the past, use dates and key terms as appropriate.</p> <p>Explain/ analyse second order concepts - this unit has a strong focus on the concepts of change / continuity and similarity/ difference.</p> <p>Primary source use - ask questions about sources, suggest new lines of enquiry and make supported inference.</p>



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	<p>Use of primary sources: Use of the census, photographs and other primary sources.</p> <p>Interpretations/ representations of the past: An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p>		<p>Interpretations/ representations of the past – not the focus of this unit. Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.</p>
Geography	<p>Fantastic Forests – why are they so important? Geographical knowledge of location, places, features and processes: Knowledge of environmental regions and key features of these areas, vegetation belts – Types of forest, functions, locations. Distribution of natural resources, economic activity Understanding of similarities and differences, interactions: Different types of forests, impact of human activity on vegetation, role of forests as a resource Working like a geographer: Use of geographical information including satellite photographs, charts and information texts Working like a geographer: Fieldwork and geographical skills to include data collection techniques and methods of presentation.</p>	<p>Destination San Paolo</p> <p>Knowledge of locations, places and their features, human and physical processes and key terminology Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America. Working like a geographer: use of geographical information from maps, atlases, globes. Use of different types of maps, graphs and information. Use of GIS for mapping and weather information. Working like a geographer: use of fieldwork and observational skills to observe, measure and record. Possible link to local fieldwork – weather surveys photographs and field sketching</p>	<p>Field work unit</p> <p>Geographical knowledge (locations, places, features and processes): Human geography - types of settlement, human and physical features in the local area. Understanding of similarities and differences, interactions: whilst not the key focus for this unit, teaching opportunities may arise. Use of geographical information: Use of maps, observation, field sketch, graphs, digital technologies. Fieldwork and geographical skills: Development of a coherent approach to the different phases of fieldwork. Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data.</p>
D.T.	<p>Skill: Meal Preparation and Adapting Recipes. Previous Learning: Primary level cooking technique and some meal preparation (Yr3). Explore how adding and removing ingredients can change or enhance appearance, taste, texture and aroma of food (eg. use of seasoning or substitutions). This could be done by exploring rationing recipes from WW1 (eg. fish sausages [meat substitute], 1918 war cake or potato bread rolls [flour substitutes]). History Link: WW1.</p>	<p>To be expanded on/altered by the Art Coordinator Skill: Combining Different Fabric Shapes Previous Learning: 2D Shape to 3D Product Series of lessons which revisit skills from previous years (stitching, embroidery) and expand on others (fastenings to include: zips, toggles, press studs). Design and make a toy or a blanket for an evacuee child in WW1 using scrap materials (make do and mend). Apply joining, cutting, fastening and finishing skills, alongside knowledge of materials, to the design brief approach. History Link: WW1.</p>	<p>Skill: Simple Circuitry and Switches Previous Learning: Lit up/moving pictures. Design and create a product using a more complex electrical circuit (multiple components and circuitry controlled using computer programme. Possible Ideas: Ideas involving computer code processed through Microbits can be found within out Computing curriculum (eg. lighthouses with flashing bulbs). Ideas involving multiple components/circuits could include creating a moving vehicle which would also require children to apply their understanding of frame structure, wheels and axels. Suggested Workshop: Robot Design Factory - using design specifications to create a robot toy. Science Link: Electricity. Maths Link: Measuring angles of materials.</p>



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Art and Design	<p>Sculpture - Patterns and textures in malleable media - linked to the forest - investigate the work of plaster of paris/natural plant material artist (female - find name)</p> <p>Painting and drawing linked to WW1 - look at key WW1 propagander/war effort posters 'dig for victory' 'your country needs you' etc. opportunity to explore paint effects - battle /aircraft/ seascape/evacuation etc. local war sculptures - metal bridge.</p>		<p>Printing - polystyrene / card - link to physical/ geographical/historical features of san paolo</p> <p>Design brief - create 2postcard/tourist prints to sell to tourists to promote the destination or (depending on research/ current events) encourage people to contribute to specific charities protecting wildlife/children /oceans / or design a carnival costume for a child etc</p> <p>2brazilian carnival/ frida kahlo</p>		<p>Computing Link: Microbits</p> <p>Compare and contrast the work of 3 more artists :2 Andy Warhol, 2 norman cornish or Tom McGuiness, Georgia OKeefe, more painting drawing techniques linked to these artists.</p> <p>Include a photography element - perhaps linked to Andy Warhol - use real life filters and reflections, CDs mirros, acetate/ cellophane/ tracing paper etc.</p>	
PE	<p>Games Wide Attack QCA</p> <p>Gymnastics Group Dynamics QCA</p>	<p>Games Grid Rugby and Tag Rugby Durham</p> <p>Dance</p>	<p>Dance Making the Grade QCA</p> <p>Gymnastics Assessing Level 4/5 Unit 6 Tasks 1 and 2 Durham</p>	<p>Games Zone Rounders Durham</p> <p>Gymnastics</p>	<p>Athletics Distance Challenge Durham</p> <p>Games Long and Thin or Short and Fat QCA and Pairs Cricket Durham</p>	<p>Dance</p> <p>OAA Beat the Clock and Electric Fence Durham</p>
Music	<p>Charanga Unit -Living on a Prayer</p>		<p>Music through the decades.</p>		<p><i>Musical scores from films inspired by books.</i></p>	
MFL	<p>Unit 15 Our school Light Bulb Languages * Places around school *School subjects *telling the time</p>		<p>Unit 16 Light Bulb Languages</p> <p>Then and Now •comparison of modern day settlements With those from a period in the past. *Writing a guide for tourists</p>		<p>Unit 17 Light Bulb Languages</p> <p>Monter un café- creating a café *drinks snacks and ice-creams</p>	
R.E.	<p>What can we learn about religious diversity in our area? What can we find out about a local Muslim community? What do the gospels tell us about the birth of Jesus?</p>		<p>How and why do people care about the environment? Why are Good Friday and Easter Day the most important days for Christians?</p>		<p>So, what do we now know about Christianity? (exploration through the concepts) Bridging Unit</p>	
PHSCE/SMS C	<p>Within class A new adventure and team. Classroom charters, rights and responsibilities/ aspirations and targets. Role models</p>		<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Bike ability training. Attitude to drugs</p>		<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Community - caring for others, social responsibility- promoting good manners and positivity- Cathedral Leaver's event and</p>	



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	<p>Self-image Turn that Frown Upside Down Dealing with stressful situations Be Friendly, Be Wise Feeling the pressure, barriers to friendship We've Got Rights! Democracy and laws Developing thinking skills and promoting fairness, equality and openness through P4C sessions Macmillan coffee afternoon</p> <p>Involvement: working in secondary schools.</p> <p>Assemblies- see whole school assemblies programme 2018-2019</p>	<p>Peer pressure Help, advice & support</p> <p>Involvement- secondary liaison, inter and intra school sporting events, school council, after school clubs.</p> <p>Assemblies- see whole school assemblies programme 2018-2019</p>	<p>performance. Personal safety - risks & choices Media influences Inequalities - local and global communities</p> <p>Money, Money, Money! Enterprise and the world of work</p> <p>Involvement: secondary transfer, sporting events, after school clubs, Intergenerational Event.</p>
<p>Computing Support</p>	<p>Computer Science: I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts.</p> <p>Use conditional sentences (when/then) to program objects (Kodu, Scratch) Scratch For instance fortune telling using PRIMM Rapid Router - Code for Life - level 51+</p> <p>I can simulate physical systems. Use a loop and an if statement (Micro bit using movement sensor) https://makecode.microbit.org/lessons Magic Button Activity</p> <p>I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output. I can work with variables. Use a scoring system (e.g. a scratch game) which uses a variable (e.g. Score) to define winning conditions. Times Tables Game - maths link.</p> <p>IT: Know how to use the main features of office software to produce suitable documents and presentations for an audience. Microsoft Office or Apple suite or equivalent.</p>	<p>Computer Science - As above but use mathematical expressions when constructing conditionals eg trigger winning when (If loops >5 then...)</p> <p>Scratch For instance Coins (change machine)</p> <p>Microbit - For instance Die Roll and Compass activity. Screenshot work and get children to annotate their understanding.</p> <p>IT: Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers.</p> <p>For instance use Excel, Sheets or Numbers to create a spreadsheet that would work out the value of stock in a school tuckshop. (Multiplication and addition of columns)</p>	<p>Computer Science - Be able to explain what a program might do and accurately predict the effect of changes</p> <p>Print and annotate the code for a programming project and explain any changes made that make the program better.</p> <p>IT: To create and sequence a video, add sound effects, transitions and title/subtitles. iMovie - much harder in Windows software.</p> <p>Use all the main features in iMovie to make an effective short film with incorporates stills with movement, text, sounds and narration or create a simple video in Windows.</p> <p>To be able to use two or more programmes to create a final piece of work. (e.g., edit a picture before inserting into a document).</p> <p>Create a video that then is incorporated into a presentation or edit a picture which might then be used as a background in a presentation etc.</p>



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	<p>For instance create an presentation and a key facts handout for a topic e.g. WW1</p> <p>Know how to edit a picture. For instance in Paint.net Be able to use layers, add filters, select areas to modify, add text or other appropriate content.</p>		
Online Safety	<p>Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings.</p> <p>Game On https://esafety.gov.au/education-resources/classroom-resources/gameon</p> <p>Digital Friendships - Common sense media (Online friendships) https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships</p> <p>Know that having a healthy balance of online and offline activities is important for health.</p> <p>Finding my media balance Common sense media https://www.commonsense.org/education/digital-citizenship/lesson/finding-my-media-balance</p>	<p>Know that hacking or misusing someone else's account is illegal.</p> <p>This is covered in some of the Google Internet Legends and Play Like Share materials.</p> <p>Know that search results can be manipulated by sponsorship and advertising.</p> <p>Common Sense Media You won't believe this! https://www.commonsense.org/education/digital-citizenship/lesson/you-wont-believe-this</p>	<p>Know how to validate information found through searches by checking more than one source.</p> <p>London Grid for learning - what can we "Trust" https://www.lgfl.net/online-safety/trust-me</p> <p>Google Search - Range of lessons and materials - Follows on from lessons in Y5. Google Landing, Mixed Media and Quick Finds. https://sites.google.com/site/gwebsearcheducation/lessonplans</p> <p>Know that some news is 'fake.' http://fakenews.lgfl.net</p>