

# Westley Curriculum Long Term Plan

## Year 6

	Autumn	Spring	Summer
<b>Art</b>	<p><b>Autumn Leaves</b> Students use basic pencil skills to draw leaves. They colour match using watercolours and oil pastels. Using polyprint and water based inks the students print a book cover. Evaluate.</p> <p><b>African Art</b> Students research African pattern and mask shapes using i pads. They then build their own mask and decorate it using a variety of materials. Evaluate</p>	<p><b>Landscapes</b> Students study different artistic styles and artists focusing on landscapes. Using different medium students work in varied ways leading onto creating a clay landscape tile. Evaluate.</p>	<p><b>Sculpture - A choice can be made from these 3 projects.</b> Pupils will be discovering the work of British sculptor Tony Cragg and other contemporary sculptors such as Antony Gormley and Anish Kapoor. Students will be drawing and building sculptures in response to their research. Evaluate.</p> <p><b>Portraiture</b> Students study drawing faces. Looking at a variety of artistic styles.</p> <p><b>Illuminated letters</b> Students study and work in the style of William Morris. Using their research they design and paint their own illuminated letter on handmade paper. Evaluate.</p>
<b>DT</b> Please note that the Technology Curriculum is taught in 12 week blocks rather than termly.	<p><b>12 weeks of Workshop</b> <b>Jigsaw</b> Computers are used to create a picture which is printed on card, laminate and framed The picture is finally cut into 10-12 jigsaw pieces.</p> <p><b>Steady Hand Game</b> A small base is made which houses a simple electrical circuit. This drives an L.E.D. when the player fails to complete the wire course. A backdrop is made, in a similar way to the jigsaw project, to hold the L.E.D. in a suitable position.</p>	<p><b>12 weeks of Food Studies</b> Working and developing key skills introduced in year 5, understanding the principles of health, hygiene and safety and awareness of food origin: chopping, weighing, measuring, different methods of cooking, making pastry, following a recipe. Tuna pasta salad, pizza, tuna and cheese wraps with homemade coleslaw, scones, flapjacks and cheese and courgette muffins.</p>	<p><b>12 weeks of Textiles</b> <b>Mobile Phone/Electronic Gadget pouch</b> This project is designed to develop pupils' skills with sewing machines whilst encouraging them to think about the design of the work and its intended use.</p> <p><b>Soft Toy Fridge Magnet</b> This further develops pupils' skills with sewing machines. The project is designed to challenge pupils to produce quality work.</p>
<b>English</b>	<p><b>Poetry Unit - Powerful language</b> The children explore a range of poems about the natural world by Ted Hughes. They reinforce comprehension strategies to answer questions. They explore similes, metaphors and personification in the poems, writing their own free verse nature poems.\</p> <p><b>Narrative Unit - Eye of the Wolf</b> The children study the text, paying close attention to the author's use of language and specific devices such as flashback and character viewpoint - and how point of view affects our view of events. They consider examples of adding more detail in a variety of ways using noun phrases. They look at the impact of narrative viewpoint: who is telling the story, the impact of this on the listeners, and themes within the story (particularly humans as a destructive force). For composition they rewrite a scene from the perspective of a different character and complete the unit by retelling a section of the story from the point of view of one of the animals.</p>	<p><b>Discursive Writing Do we still need zoos?</b> Linking to the ideas from Eye of the Wolf, the children explore the debate about the importance of zoos in today's world. They produce a balanced report.</p> <p><b>Poetry Unit - Poetic Voice</b> In this unit, the children explore free verse poems, focusing in depth on the work of two poets. They focus on imagery and explore different language patterns. They write poems based on a model and present a free verse poem in letter form.</p> <p><b>Narrative Unit - Fantastic, Funny and Frightening</b> In this unit, the children explore and compare style in different genres. They read the book, asking questions and developing understanding of inference and the author's use of language, structure and presentation. They use discussion and role-play to explore formal and informal language. They develop editing, proof-reading and peer-review skills.</p>	<p><b>Revision and story writing</b> This unit is designed to provide a series of revision sessions based on the key comprehension skills of inference and information retrieval. Children answer questions about the author's choice of language and the structure of texts, and practise finding evidence from the text to support their answers. Each lesson focuses on a different skill and uses an extract from a different text. Children may have already encountered these texts in the Wordsmith fiction, non-fiction and poetry units, but they do not need to be familiar with the text in order to answer the questions</p> <p><b>Book study of teacher's choice</b> In this unit the children study a book chosen by their class teacher. The focus is on enjoyment and engagement. The children respond to the different themes of the chosen book using a variety of genres.</p>

	<p><b>Non Fiction Unit - Mission Save Pompeii</b> In this unit, the children go on an imaginary mission back in time to warn the people of Pompeii about the volcanic eruption. They locate key information from non fiction texts and create an action plan. The writing tasks include creating an information leaflet and writing a non-chronological report using formal language.</p>	<p><i>The units in the first two terms may be completed in a different order, due to sharing of resources</i></p>	
<b>Geography</b>	<p><b>UK investigating who we are</b> Exploring characteristics of the UK in terms of human and physical characteristics. What is the identity of the UK? Do we relate to it?</p>	<p><b>Weather and climate</b> Differences between weather and climate and features Climatic zones and local weather Climatic change and impacts Awareness of environmental issues on a global scale Changing own lifestyles to help protect planet</p>	<p><b>Food For Thought</b> What effect does food have on a culture? Where does our food come from? Appreciate that food comes from long distances Focus on how chocolate is produced The importance of fair trade Awareness of environmental issues on a global scale Changing own lifestyles to help protect planet</p>
<b>History</b>	<p><b>The Romans: The Growth of an Empire</b> The rise of Rome: The spread of the Roman Empire The origin of Rome: Myth and fact Changing Rome: Julius Caesar from Republic to Empire The Roman Army The Invasions of Britain and the revolt of Boudicca The frontier of Britain: Hadrian's Wall</p>	<p><b>The Romans: Life in the Empire – Technology and Culture</b> The buildings of Rome and Roman entertainment Roman roads and the importance of trade Roman housing: Urban and rural Art in the Roman Empire Roman religion The legacy of the Roman Empire</p>	<p><b>The Struggle for Britain: Vikings and Saxons</b> The decline of Roman Britain: The Barbarian invaders Who were the Anglo-Saxons? – The Heptarchy Who were the Vikings? 'To go viking': The raiding of Britain Alfred the Great and the Saxon resurgence From raiding to settlement: Viking Britain and the Danelaw Athelstan: King of Britain The beginning of the end: The Viking Kings and Edward the Confessor</p>
<b>ICT</b>	<ul style="list-style-type: none"> <li>Using Typing Club to continue to develop touch typing skills</li> <li>Use technology safely, respectfully and responsibly</li> <li>Logging in and switching accounts on different devices: iPads, Chromebooks and network computers</li> <li>Understand what a spreadsheet does</li> <li>Identify key elements of a spreadsheet in both Excel and Google Sheets</li> <li>Create graphs and manipulate data with simple formula in spreadsheets</li> <li>Use sequence, selection, and repetition in programs like Scratch to create content which achieves specific goals and meets given criteria</li> <li>Through Code Studio, design, write and debug programs and solve problems by decomposing them into smaller parts</li> <li>Take part in an international 'Hour of Code' event</li> </ul>	<ul style="list-style-type: none"> <li>Using Typing Club to continue to develop touch typing skills</li> <li>Use technology safely and be able to report concerns about online content and interactions</li> <li>Understand the components of a computer system</li> <li>Explore networks; working to understand the purpose of devices on a network</li> <li>Model the Internet and differentiate between the world wide web and the Internet</li> <li>Explore software apps and programs like lightbot or code.org to debug algorithms</li> <li>Look at animations with Pivot animator, Scratch and design stop motion animation projects</li> </ul>	<ul style="list-style-type: none"> <li>Using Typing Club to continue to develop touch typing skills</li> <li>Recognize inputs, outputs and processes when creating and solving problems in technology</li> <li>Explore code breaking with a focus on Alan Turing</li> <li>Use sequence, selection, and repetition in programs like Scratch to create content which achieves specific goals and meets given criteria through Code Club projects</li> <li>Activities Week Summative task: Students work independently or in pairs to create a piece of work which demonstrates their ability to use a variety of software to create a reflection on their Activities Week experience. Students will also use skills of peer and self assessment.</li> </ul>

<b>Maths</b>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Mental and written addition, subtraction, multiplication and division</li> <li>• Problem solving, reasoning and algebra</li> <li>• Decimals, percentages and their equivalence to fractions</li> <li>• Measurement: Time, weight, capacity and length</li> <li>• Fractions, ratio and proportion</li> <li>• Geometry: properties of shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Mental and written addition, subtraction, multiplication and division</li> <li>• Problem solving, reasoning and algebra</li> <li>• Decimals, percentages and their equivalence to fractions</li> <li>• Measurement: Time, weight, capacity and length</li> <li>• Fractions, ratio and proportion</li> <li>• Geometry: position and direction</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Mental and written addition, subtraction, multiplication and division</li> <li>• Problem solving, reasoning and algebra</li> <li>• Decimals, percentages and their equivalence to fractions</li> <li>• Measurement: Time, weight, capacity and length</li> <li>• Fractions, ratio and proportion</li> <li>• Geometry: position &amp; direction and properties of shapes</li> <li>• Statistics</li> </ul>
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<p><b>MFL</b></p>	<p><b>‘Au Collège’</b></p> <ul style="list-style-type: none"> <li>- Name school subjects and be able to talk about your favourite subjects</li> <li>- Give opinions about subjects and be able to justify opinions</li> <li>- Use qualifiers when giving opinions</li> <li>- Use third person of verbs to describe other people’s opinions</li> <li>- Tell the time in French</li> <li>-Give information about the school day</li> <li>-Compare French and English typical school day</li> <li>-Know the names of clothes</li> <li>-Describe school uniform using range of adjectives</li> <li>- Use adjective agreements correctly</li> <li>-Describe school day, learning some new verbs in first person</li> <li>-Use of third person with regular -er verbs</li> </ul>	<p><b>‘En Bonne Santé’</b></p> <ul style="list-style-type: none"> <li>-Know parts of body</li> <li>- Use of definite and indefinite article</li> <li>- Revision of verb ‘avoir’ in present tense</li> <li>- Extend knowledge of adjectives</li> <li>- Revision of agreement of adjectives</li> <li>- Learn how to say you are unwell</li> <li>-Create short role plays at the chemist / doctors</li> <li>-Use of the imperative for instructions</li> </ul> <p>-Learn the names of popular sports</p> <p>-Say what is your favourite sport and give opinions</p> <p>-Learn the verbs ‘jouer’ and ‘faire’ in the present tense</p> <ul style="list-style-type: none"> <li>-Talk about healthy and unhealthy food</li> <li>- Extend knowledge of food vocabulary</li> <li>- Learn how to say what you eat and drink</li> <li>-Learn words for describing frequency</li> <li>- Investigate French eating habits and mealtime vocabulary and structures</li> </ul>	<p><b>‘J’habite’</b></p> <ul style="list-style-type: none"> <li>- Say whether you live in town or the countryside and say which you prefer</li> <li>- Name the countries which make up the UK</li> <li>- Say where you live and ask others where they live</li> <li>- Learn about some places and regions of France</li> <li>- Use the verb ‘habiter’ in the first and third person</li> <li>- Learn the names of some European countries; be able to identify their capital cities and locate them on a map</li> <li>- Investigate how to say ‘in’ with masculine and feminine countries</li> <li>- Be able to say your nationality and talk about other people’s nationality</li> <li>- Investigate patterns in adjective endings</li> <li>- Use the verb ‘être’ in the first and third person</li> <li>- Learn names of different means of transport</li> <li>- Be able to say how you travel to different places</li> <li>-Say what you think of transport and extend knowledge of adjectives</li> <li>- Use the comparative (plus / moins que)</li> <li>- Learn about another French speaking country ‘Maroc’. Pupils to research geography and different aspects of the country’s culture before presenting information to the class.</li> </ul>
<p><b>Music</b></p>	<p><b>Pictures at an Exhibition</b> Use Mussorgsky’s <i>Pictures at an Exhibition</i> as a stimulus for composing. Develop skills in</p> <ul style="list-style-type: none"> <li>- composing rhythms and pitches</li> <li>- selecting appropriate sounds and instruments</li> <li>- using vocal sounds</li> <li>- chords</li> <li>- structure, e.g. Rondo</li> </ul> <p><b>African Music</b></p> <ul style="list-style-type: none"> <li>- Understand the of origins of African Music</li> <li>- Know the musical features of African Music</li> <li>- Perform with accurate drumming skills</li> <li>- Develop rhythmic skills using African Drums</li> <li>- Perform in an ensemble</li> <li>- Learn about the pentatonic scale</li> </ul>	<p><b>African Music (continued from Autumn Term)</b> Then:</p> <p><b>Journey To Space</b> Inspired by Holst’s <i>The Planet Suite</i>, pupils develop composing skills, in particular create timbres and effects using ICT</p> <ul style="list-style-type: none"> <li>- Listen and describe sounds using musical vocabulary</li> <li>- Compose using a wide range of sounds</li> <li>- Use concords and discords</li> <li>- Manipulate sounds using ICT</li> <li>- Performing as a class</li> <li>- Use vocal sounds</li> </ul>	<p><b>Blues Music</b></p> <ul style="list-style-type: none"> <li>- Understand the of origins of Blues music</li> <li>- Understand the of musical features of Blues</li> <li>- Develop keyboard skills – finding notes and chords accurately</li> <li>- Improvise using the notes of the Blues scale</li> <li>- Rehearse a structured Blues piece.</li> <li>- Perform accurately within a group Blues piece</li> <li>- Evaluate the performance</li> </ul> <p><b>Song-writing</b></p> <ul style="list-style-type: none"> <li>- Sing songs</li> <li>- Analyse song to identify chords, structure, feature of lyrics.</li> <li>- Learn chord sequence – more able the melody.</li> <li>- Learn a simple bassline.</li> <li>- Groups create new lyrics to fit the chorus an at least one verse.</li> <li>- Groups rehearse their own version of the song – lyrics, melody, chords and bassline.</li> <li>- Perform and evaluate.</li> <li>- Suggest improvements to own work and that of others.</li> </ul>

<p><b>PE</b></p>	<p><b>PE</b>  <b>Football / Netball / Rugby / Basketball</b>  Recap basic fundamental skills.  Use these skills in a small conditioned game.  Main focus of lessons is linking back to the fundamental value of Respect.</p> <p><b>OAA</b>  The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.</p> <p><b>Dance</b>  The focus of learning is to create group movements selecting and applying choreography into a routine.</p> <p>Pupils will be able to use their bodies to perform technical movements with control and rhythm.</p> <p><b>Gymnastics</b>  The focus of the learning is to apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p> <p>Recap fundamental shapes from Y5</p>	<p><b>PE</b>  <b>Table tennis / Tchoukball / Volleyball / Handball</b>  Recap basic rules and shots for all sports. Pupils Will use correct shot selection to outwit opponents In a small conditioned game.</p> <p><b>Indoor Athletics</b>  Recap and develop the areas of indoor athletics  Sprinting  Speed bounce  Standing long jump  Standing triple jump  Vertical jump</p>	<p><b>PE</b>  <b>Rounders / Longball / Cricket /</b></p> <p>Striking and fielding skills. Pupils will play small conditioned games.</p> <p>The Recap fundamental focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.</p> <p><b>Athletics</b>  Focus of the learning is to explore how we can use our bodies to make us run as fast as possible.</p> <p>Pupils will learn the correct technique used for sprinting and long distance.</p> <p>Pupils will recap basic track and field events.</p> <p>Track: 50m, 60m, 100m, 200m, 500m, Hurdles</p> <p>Field: Turbo Javelin, Plastic shot putt, Plastic Discus, Long jump, Triple jump</p>
<p><b>PSHE</b></p>	<p><b>Relationships</b>  Families and friendships  Safe relationships  Respecting ourselves and others</p>	<p><b>Living in the Wider World</b>  Belonging to a community  Media Literacy and digital resilience  Money and work</p>	<p><b>Health and Well-Being</b>  Physical health and mental well-being  Growing and changing  Keeping safe</p>
<p><b>RE</b></p>	<p><b>Beliefs and Questions</b>  Christianity  Islam</p>	<p><b>Beliefs and Questions</b>  Hinduism</p> <p><b>Journey of life and death:</b>  Buddhism</p>	<p><b>Journey of life and death</b>  Christianity  Humanism</p>

<p><b>Science</b></p>	<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>- What do we know? A number of activities to test out your knowledge of forces.</li> <li>- Gravity and Weight: explaining gravity and what affects it, using the Newtonmeter.</li> <li>- Friction: investigating the effects of friction.</li> <li>- Air and water resistance: investigating falling objects and sinking objects.</li> <li>- Balanced and unbalanced forces (weighing in and out of water).</li> <li>- Levers, pulleys and gears.</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Does it dissolve?</li> <li>- Investigating dissolving in sugar: temp, size of grains etc.</li> <li>- Separating techniques: filtering, evaporation, distillation, chromatography.</li> <li>- How to separate the 'Magic Mixture'</li> <li>- Reversible and irreversible changes.</li> <li>- Xmas chromatography puzzle?</li> <li>- The Rocket investigation</li> </ul>	<p><b><u>Adaptation</u></b></p> <ul style="list-style-type: none"> <li>- Habitats: plant and animal adaptations linked to habitat.</li> <li>- 'The Egg Hatches': design a creature that will need to be adapted to its habitat. How will it adapt when the habitat changes?</li> <li>- Charles Darwin and evolution.</li> <li>- Natural Selection: the idea that adaptations may lead to evolution.</li> <li>- Evolution: living things change over time and how fossils can provide evidence for the theory.</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- Circuit diagrams (drawing and building circuits).</li> <li>- How does number of cells/ voltage affect the brightness of bulbs etc.</li> <li>- Comparing variations in how components function.</li> <li>- Investigate how the length/ thickness of wire affects brightness of bulbs etc.</li> </ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- How is a shadow formed?</li> <li>- How does light travel?</li> <li>- Reflection: how do we see things?</li> <li>- What does light do when it meets a surface?</li> <li>- Investigate the angle of reflection/size of shadows.</li> </ul> <p><b><u>Classification and Food Chains</u></b></p> <ul style="list-style-type: none"> <li>- How are living things classified into groups?</li> <li>- The animal kingdom.</li> <li>- The plant kingdom. (Microorganisms)</li> <li>- Using keys to identify living things.</li> <li>- Food chains and feeding relationships.</li> <li>- Food webs and interdependence.</li> <li>- Animal visit (funds allowing)</li> </ul>
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