

# YEAR 6 CURRICULUM 2017-2018

	AUTUMN (7/7 weeks)		SPRING (6/5 weeks)		SUMMER (7/6)	
Topic	<b>Waterworld</b> Rivers – The Thames and rivers around the world Floods and droughts		<b>Blitz and Blackout</b> (British History) World War Two Rationing/Evacuation/Blitz/D-Day Significance of local docks		<b>Express Yourself</b> Feelings and emotions Secondary school transition Celebrating individuality and our own cultures	
RE	1: What does it mean to be a Buddhist? (7 weeks) 2: <b>Wisdom (LDBS)</b> (2 weeks) 3: How would Christians advertise Christmas and what does Christmas mean today? (4 weeks)		1: The journey of life and death (6 weeks) 2: <b>The contemporary Anglican church (LDBS)</b> ( 2 weeks) 3: <b>Easter hope (LDBS)</b> OR ? (3 weeks)		1: <b>Rules and responsibilities (7 weeks) OR What matters most to Christians and Humanists? (TOWER HAMLETS)</b> 2: <b>How has the Christian message survived for 2,000? (LDBS)</b> (7 weeks)	
Science	Animals, including humans Living things and their habitats		Light – Light up your world (Snap) Electricity – Danger! Low voltage (SNAP)		Evolution and Inheritance	
ICT	Computer Science – Espresso coding Digital Literacy – E-safety/ cyber bullying ICT – cross-curricular		Computer Science – Espresso coding: solve problems by decomposing them into smaller parts; use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; use logical reasoning to detect and correct errors in algorithms; understand computer networks including the internet; appreciate how search results are ranked Digital Literacy – E-safety/ cyber bullying: understand the opportunities computer network offer for collaboration; be discerning in evaluating digital content ICT – cross-curricular: combine a variety of software to accomplish given goals; select, use and combine software on a range of digital devices; analyse data; evaluate data; design and create systems.		Computer Science – Espresso coding: solve problems by decomposing them into smaller parts; use selection in programs; work with variables; use logical reasoning to explain how some simple algorithms work; use logical reasoning to detect and correct errors in algorithms; understand computer networks including the internet; appreciate how search results are ranked Digital Literacy – E-safety/ cyber bullying: understand the opportunities computer network offer for collaboration; be discerning in evaluating digital content ICT – cross-curricular: combine a variety of software to accomplish given goals; select, use and combine software on a range of digital devices; analyse data; evaluate data; design and create systems.	
Art/DT	Painting – Hokusai The Great Wave Sculpture -		Drawing – The Blitz (chalk pastels) Textiles -		Collage – silhouettes Printmaking – Tie-dye and Batik	
Music	Livin’ on a prayer Benjamin Britten – A New Year Carol (Charanga Music)		Classroom Jazz 2 The Fresh Prince of Bel Air (Charanga Music) WW2 songs		Make you feel my love - Adele Express Yourself – Labyrinth Reflect, Rewind and Replay (Charanga Music)	
PSHCE	Being Me in my World	Celebrating Differences (including Anti-Bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Ed.)
PE	Games (Hockey 2) Gymnastics (Lessons 1-3) Gymnastics (9 Actions Sequences) Games (Netball 2)		Games (Volleyball) Dance (Evaluate, Refine and Develop – Sports Jam) Dance (Performance and Composition – Cheerdance) Games (Outdoor and Adventure 2)		Games( Athletics) Games (striking and Fielding) Games (Net/wall games)	
French	Rigolo 2		Rigolo 2 (Lgfl)		Rigolo 2 (Lgfl)	
Trips and Visits	Hautbois Maritime Museum/ Cutty Sark		The Imperial War Museum		The Natural History Museum Chessington world of Adventures	

	River Thames trip		
Text Based Literacy Texts	Kensuke's Kingdom Refugee Boy	Rose Blanche Friend or Foe	The Other Side of Truth
WC reading texts	Kensuke's Kingdom Sea Poetry: The Sea Dog, The Kraken/Water Sings the Blues	The Boy in the Striped Pyjamas Carrie's War	The Other Side of Truth
Promotion of British Values SMSC	Rule of law – safety and well-being, being responsible Tolerance of others with different faiths or beliefs Mutual respect	Individual liberty Tolerance of those with different faiths or beliefs Mutual respect	Democracy linked to The Other Side of Truth Tolerance of others with different faiths or beliefs Mutual respect
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].		
Sentence	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]		
Text	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]		
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /jəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused		
Terminology for pupil	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		

\*For detailed information regarding the NC for your year group, see separate planning documents.