

New Delaval Primary School – Curriculum Planning (Year 6) *excluding discrete literacy and mathematics lessons*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SATS	Summer 2
Theme	Location, Location, Location	Contrasting Locality	Vikings and Anglo Saxons	Raging Rivers	The Marvellous Maya	The Marvellous Maya
Planned visits	Blyth visit	Rothbury Visit	Lindisfarne	Visit to river – Plessey Woods	Theatre Visit	Centre for Life Animal adaptation workshop.
Literacy links	<p><b>Discussion Writing:</b> <b>Geography:</b> Should the Metro line be extended from Newcastle to Blyth?</p> <p><b>Explanation writing:</b> <b>Science:</b> Explanation on “The Circulatory System”</p> <p><b>Persuasion writing:</b> <b>Geography</b> - Visit Blyth; Letter to council</p> <p><b>Statutory focus:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. subheadings, pictures, bullet points, text boxes)</li> <li>Proofread and edit to enhance effects and</li> </ul>	<p><b>Instructional Writing:</b> <b>Science:</b> Creation of instructions for Year 4 on how to make an electrical circuit.</p> <p><b>Discussion Writing – Geography</b> – Blyth vs Rothbury</p> <p><b>Statutory focus:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. subheadings, pictures, bullet points, text boxes)</li> <li>Proofread and edit to enhance effects and clarify information</li> </ul>	<p><b>Historical Recount</b> – diary entry of a Viking warrior</p> <p><b>Recount Writing:</b> <b>Geography:</b> Recount of visit to Lindesfarne</p> <p><b>Explanation Writing– DT:</b> How to build a raft/boat</p> <p><b>Statutory focus:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. subheadings, pictures, bullet points, text boxes)</li> <li>Proofread and edit to enhance effects and clarify information</li> </ul>	<p><b>Explanation Writing</b> The Water Cycle / Features of a River</p> <p><b>Newspaper report / Persuasion</b> – Plessey woods visit</p> <p><b>Persuasion writing</b> – Formal Letters - Water pollution/ Pond request</p> <p><b>Statutory focus:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. subheadings, pictures, bullet points, text boxes)</li> <li>Proofread and edit to enhance effects and clarify information</li> </ul>	<p><b>Story writing: History</b> – Mayan folktales</p> <p><b>Non-chronological Report: History</b> – The Mayans</p> <p><b>Statutory focus:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. subheadings, pictures, bullet points, text boxes) Proofread and edit to enhance effects and clarify information</li> </ul>	<p><b>Recount Writing</b> <b>History:</b> Write a journal page as an explorer who has rediscovered the Mayan ruins.</p> <p><b>Chronological report</b> – The History of Chocolate</p> <p><b>Instruction Writing: DT</b> – How to make Tortillas</p> <p><b>Statutory focus:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. subheadings, pictures, bullet points, text boxes)</li> <li>Proofread and edit to enhance effects and clarify information</li> </ul>

	clarify information					
Mathematics links	<p><b>Data Handling:</b>  <b>Statutory focus:</b>  <b>Statistics:</b> interpret and construct pie charts and use these to solve problems  <b>Geometry – position and direction:</b> describe positions on a four quadrant grid</p>	<p><b>Data Handling:</b>  <b>Statutory focus:</b>  <b>Statistics:</b> interpret and construct pie charts, bar graphs and tables of information and use these to solve problems related to climate and population</p>	<p><b>Measurement: (DT)</b>  Convert measurements of length and time up to 3 decimal places.  Convert between miles and kilometres (<b>Hist</b>)</p>	<p><b>Ratio and Proportion and Measurement: (Geography)</b>  <b>Statutory focus:</b>  <b>Ratio and proportion:</b> Solve problems involving similar shapes where the scale factor is known or can be found  <b>Measurement:</b> Use, read, write and convert between standard units; converting measurements of length. Convert between miles and kilometres.</p>	<p><b>Number work: (History)</b>  <b>Statutory focus:</b>  <b>Number – multiplication and division:</b> multiply numbers mentally drawing upon known facts  <b>Specific focus:</b> Study of the number system of the Mayas.</p>	<p><b>Number work: (History)</b>  <b>Statutory focus:</b>  <b>Number – multiplication and division:</b> multiply numbers mentally drawing upon known facts  <b>Specific focus:</b> Study of the number system of the Mayas.</p>
Science	<p><b>Animals inc. Humans:</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise and drugs on lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>Understand that brightness of bulbs and loudness of buzzers are affected by the number and voltage of cells in a circuit.</li> <li>Use recognised symbols to represent a simple circuit in a diagram</li> <li>Develop Year 4 knowledge of series circuits.</li> <li>Use knowledge to add an electrical feature to creatures designed in DT eg. light/buzzer</li> </ul>	<p><b>Light:</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in a straight line.</li> <li>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.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Living things:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Links to rivers topic</b></p>	<p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>

<p><b>Art and Design</b></p>	<p><b>Printing</b> – repeated patterns – xmas cards / wrapping.</p>		<p><b>Observational drawing</b> Landscapes – real and imaginary</p> <ul style="list-style-type: none"> <li>• Improve mastery of art techniques including drawing, painting and sculpting with a range of materials</li> </ul>		<p><b>Study of Artist</b> Create drawings of Frederick Catherwood's style Create names in glyphs</p> <ul style="list-style-type: none"> <li>• Improve mastery of art techniques including drawing, painting and sculpting with a range of materials</li> </ul> <p>Learn about great artists in history</p>	
<p><b>Computing</b></p>	<p><b>“Presentations “</b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> </ul>	<p><b>“Fantasy Worlds”</b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content</li> <li>• Using Kudo to create the fantasy setting created in Literacy.</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> </ul>	<p><b>“Words from Way Back”</b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how the results are selected and ranked</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• Be discerning in evaluating digital content</li> </ul>	<p><b>“Inside the Box”</b></p> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services such as the world wide web</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Understand the opportunities networks offer for communication and collaboration</li> </ul>	<p><b>“Games Designer”</b></p> <p>Use Scratch to create an interactive computer game Use Excel to budget profit / loss Use J2E to create adverts and instructions for the game</p> <p><b>Computer Science:</b> Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> </ul>	<p><b>“Games Designer”</b></p> <p>Use Scratch to create an interactive computer game Use Excel to budget profit / loss Use J2E to create adverts and instructions for the game</p> <p><b>Computer Science:</b> Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content</li> </ul> <p><b>Digital Literacy:</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> </ul>

<b>Design and Technology</b>		<p><b>Design a boat / raft</b></p> <p><b>Design:</b> generate and develop ideas through discussion and annotated sketches.</p> <p><b>Make:</b> Select materials, components and use tools and equipment to perform practical tasks</p> <p><b>Evaluate:</b> evaluate ideas against design criteria and consider the views of others to improve work</p> <p><b>Technical Knowledge:</b> understand and use mechanical systems in products (e.g. gears, pulleys, cams, levers etc)</p>		<p><b>Fantasy Beasts</b> (Linking to Hobbit story in Literacy)</p> <ul style="list-style-type: none"> <li>Improve mastery of art techniques including drawing, painting and sculpting with a range of materials</li> </ul> <p><b>Design:</b> generate and develop ideas through discussion and annotated sketches.</p> <p><b>Make:</b> Select materials, components and use tools and equipment to perform practical tasks</p> <p><b>Evaluate:</b> evaluate ideas against design criteria and consider the views of others to improve work</p> <p><b>Technical Knowledge:</b> understand and use electrical systems in products (e.g. series circuits, switches and bulbs etc.)</p>		<p><b>Study of Mayan Sculpture.</b></p> <p><b>Food Tech – making tortillas with maize and various fillings</b></p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>
<b>History / Geography</b>	<p><b>KS2 Geography (Place Knowledge):</b> Comparative Study of human and physical features of Blyth and Rothbury town centres</p> <p><b>(Geography Skills and Fieldwork):</b> Using maps and digital computer mapping; use</p>	<p><b>KS2 Geography (Place Knowledge):</b> Comparative Study of human and physical features of Blyth and Rothbury town centres</p> <p><b>(Geography Skills and Fieldwork):</b> Using maps and digital computer mapping; use of four and six figure grid</p>	<p><b>KS2 History</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>KS2 Geography (Physical geography):</b> Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p><b>(Human geography):</b> Describe and understand key aspects of economic activity including trade links</p>	<p><b>KS2 History/Geog</b> Locate and identify the countries of Central America and discover where the Mayan peoples lived</p> <p><b>(Locational knowledge):</b> Locate the world's countries, using maps, concentrating on their</p>	<p><b>KS2 History/Geog</b> Locate and identify the countries of Central America and discover where the Mayan peoples lived</p> <p><b>(Locational knowledge):</b> Locate the world's countries, using maps, concentrating on their</p>

	of four and six figure grid references; use of fieldwork to observe, measure, record and present the human and physical features in the local area.	references; use of fieldwork to observe, measure, record and present the human and physical features in the local area.		<b>Specific focus</b> – Study of rivers and the water cycle	environmental regions, key physical and human characteristics and major cities.  <b>KS2 History</b> Study of a non-European society that provides contrasts with British history – Mayan civilisation <b>Specific focus</b> – the founding of Tenochtitlan and the Great temple. Understanding the use of sacrifice by the Mayas.	environmental regions, key physical and human characteristics and major cities.  <b>KS2 History</b> Study of a non-European society that provides contrasts with British history – Mayan civilisation <b>Specific focus</b> – the founding of Tenochtitlan and the Great temple. Understanding the use of sacrifice by the Mayas.
<b>Languages</b>	<b>French</b> Rigolo Unit 10	<b>French</b> Rigolo Unit 10	<b>French</b> Rigolo Unit 11	<b>French</b> Rigolo Unit 11	<b>French</b> Rigolo Unit 12	<b>French</b> Rigolo Unit 12
<b>Music</b>	<b>Charanga – I'll be There</b>  -Clapping riffs. Learn the rhythm of three riffs. -Playing riffs using instruments and/or voices. -Question and Answer. Improvise an answer to the musical question. -Improvise!	<b>Charanga – Classroom Jazz</b> <b>Listen and Appraise</b> the two main tunes and other supporting tunes  <b>Musical Activities</b> - learn about the interrelated dimensions of music through: playing instruments improvising composing <b>Perform and Share</b>	<b>Charanga – Britten – a New Year Carol</b> <b>Listen and Appraise:</b> A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions  <b>Musical Activities</b> - learn about the interrelated dimensions of music through: games singing <b>Perform and Share</b>	<b>Charanga – Happy Listen and Appraise:</b> Happy by Pharrell Williams; Top Of The World by Karen and Richard Carpenter; Don't Worry, Be Happy by Bobby McFerrin; Walking On Sunshine by Katrina And The Waves; When You're Smiling by Frank Sinatra; Love Will Save The Day by Brendan Reilly <b>Musical Activities</b> - learn and/or build on knowledge and understanding about the interrelated dimensions of music.	<b>Charanga – You've Got a Friend</b> <b>Listen and Appraise:</b> You've Got A Friend by Carole King; The Loco-Motion sung by Little Eva written by Carole King; One Fine Day sung by The Chiffons written by Carole King; Up On The Roof sung by The Drifters written by Carole King; Will You Still Love Me Tomorrow by Carole King; (You Make Me Feel Like) A Natural Woman by Carole King. <b>Musical Activities</b> - learn and/or build on knowledge and understanding about the interrelated dimensions of music.	<b>Charanga – Reflect, Rewind and Replay</b>  A consolidation of learning that has occurred during the year, with a focus on the history of music and the language of music.

<b>PE</b>	<b>Outdoor – Rugby</b>  <b>Indoor – New Age Bowling / Games – target</b>	<b>Outdoor – Netball</b>  <b>Indoor – Dance - Haka</b>	<b>Indoor – Gymnastics</b>  <b>Indoor – Circuits / Fitness</b>	<b>Outdoor – Hockey</b>  <b>Indoor - Badminton</b>	<b>Outdoor – Athletics</b>  <b>Outdoor - Orienteering</b>	<b>Outdoor – Games – Striking and Fielding – Cricket</b> <b>Outdoor – Games – Striking and Fielding - Rounders</b>
<b>RE</b>	<b>Christianity – God</b>  Children will learn: - about some images of God from various sources including the bible, film, literature and art - that Christians are encouraged to believe in the Trinity and that God is the creator - that because of such beliefs Christians are encouraged to care for the world in particular ways	<b>Christianity – Festivals and Celebrations</b>  Children will learn: – that Epiphany and Harvest are important to Christians - that Christians celebrate Epiphany and Harvest in many ways	<b>Christianity - Communities</b>  Children will learn: – about how Christians belong to Christianity – to identify examples of what Christians do or wear to show that they belong to Christianity – to understand the importance of worship for Christians, and that worship takes many forms – understand that the church is the people that belong to the community of believers as well as the building, and that in Christianity there are many denominations	<b>Judaism – God and Other Beliefs</b>  Children will learn: - that Jewish lifestyle has some familiar as well as distinctive characteristics - that Jewish lifestyle involves special events, artefacts and traditions - that Jewish lifestyle revolves around the family and the home	<b>Islam – God and Other Beliefs</b>  Children will learn: - that Muslim lifestyle has some familiar as well as distinctive characteristics - that Muslim lifestyle involves special events, artefacts and traditions - that Muslim lifestyle revolves around the family and the home	<b>Islam – God and Other Beliefs</b>  Children will learn: - that Muslim lifestyle has some familiar as well as distinctive characteristics - that Muslim lifestyle involves special events, artefacts and traditions - that Muslim lifestyle revolves around the family and the home
<b>PSHE</b>	Roles and Responsibilities	Community	Friendships / Bullying and Peer Pressure	Diversity	Perseverance	Transition – Moving on

#### Enrichment Activities

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Art</b>	<b>Art / Craft / RE - “Christmas”</b>	<b>Geography - “Environment”</b>	<b>Science and Engineering</b> “NSEW” National Science and Engineering Week	<b>Enterprise / design (post SATS)</b> Patchwork Quilt	<b>Art and Craft</b> Transition