

## Year 6 Curriculum Planning

Term	Week	Unit and 'I can' statements	
Autumn 1	1 and 2	<p><b>Seeing The Light</b></p> <p><b>Science: Light</b> - During this topic, the children will be learning all about how light travels in straight lines and how light travels from a light source to our eyes.</p> <ul style="list-style-type: none"> <li>• I can explain how light travels.</li> <li>• I can explain and demonstrate how we see objects.</li> <li>• I can explain why shadows have the same shape as the object that casts them.</li> <li>• I can explain how simple optical instruments work e.g. periscope, telescope, binoculars, mirrors and magnifying glass.</li> </ul>	<p><b>PSHE – Being Me in My world</b></p> <ul style="list-style-type: none"> <li>• I can understand and explain the school's code of conduct.</li> <li>• I can develop an understanding of rights and responsibilities.</li> <li>• I can make my own choices.</li> <li>• I can understand that actions have consequences.</li> </ul>
	3 – 5	<p><b>School trip – London Dungeons</b></p> <p><b>History: Crime and punishment</b> - Children to learn about crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> century.</p> <ul style="list-style-type: none"> <li>• I can place features of historical; events and people of the past, societies and periods in a chronological framework.</li> <li>• I can summarise the main events from a period of history explaining the order of events and what happened.</li> <li>• I can summarise how Britain may have learnt from other counties and civilisations.</li> <li>• I can identify and explain differences, similarities and changes between different periods of history.</li> <li>• I can identify and explain propaganda.</li> </ul>	<p><b>RE - What is the best way for a Muslim to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>• I can show an understanding of why people show commitment in different ways.</li> <li>• I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</li> <li>• I can think of some ways of showing commitment to God that would be better than others for Muslims.</li> </ul>
	6	<p><b>Computing: Interviewer</b></p> <ul style="list-style-type: none"> <li>• I can search for information on the internet</li> <li>• I can use software to create work for a given purpose (Powerpoint or Publisher)</li> <li>• I can create my own piece of work</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• I can use different techniques to pass, dribble and shoot the ball</li> <li>• I can gain possession by working as a team</li> <li>• I can play competitive sports to agreed rules</li> <li>• I can communicate and lead others in a game</li> </ul>

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Autumn 2	1	<p><b>Make Your Mark</b></p> <p><i>Invictus Games unit – see separate planning English, maths. Geography, PSHE and PE.</i></p>	<p><b>PSHE – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I can explain ways in which difference can be a source of conflict or a cause for celebration</li> <li>• I can show empathy with people in either situation</li> </ul>
		<p><b>2</b></p> <p><b>Art: Sketching:</b> Still life (Paul Cezanne)</p> <ul style="list-style-type: none"> <li>• I can identify and draw objects and use marks and lines to produce texture.</li> <li>• I can successfully use shading to create mood and feeling.</li> <li>• I can organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	
	3 – 5	<p><b>Science: Evolution and inheritance</b> – Children will be learning to recognise how living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</p> <ul style="list-style-type: none"> <li>• I can explain evolution</li> <li>• I can link adaption over time to evolution</li> <li>• I can explain how animals and plants are adapted to suit their environment</li> <li>• I can explain that reproduction and offspring (recognising that off spring normally vary and are not identical to their parents)</li> </ul>	<p><b>RE – Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b></p> <ul style="list-style-type: none"> <li>• I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not.</li> <li>• I can describe some of the ways that Christians celebrate and start to understand which of these would help them understand who Jesus was and why he was born.</li> <li>• I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus or not.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• I can make a team and communicate plans.</li> <li>• I can lead others in a game situation.</li> </ul>
		<p><b>6 and 7</b></p> <p><i>Christmas unit – see separate planning</i></p>	

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Spring 1	1 – 3	<p><b>Left Out In The Cold</b></p> <p><b>Geography: Rivers, Water Cycle and The Arctic</b> – The children will learn about how rivers are formed and the importance of the water cycle.</p> <ul style="list-style-type: none"> <li>• I can explain why many cities are situated on or close to rivers.</li> <li>• I can explain why are people are attracted to rivers.</li> <li>• I can explain the course of the river.</li> <li>• I can name and locate many of the world’s most famous rivers.</li> <li>• I can identify the Tropics of Cancer and Capricorn as well as The Arctic and Antarctic Circles.</li> </ul>	<p><b>PSHE – Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I can describe some ways in which I can work with other people to help make the world a better place</li> <li>• I can identify why I am motivated to do this</li> </ul>
	4	<p><b>DT: Creating a model of the water cycle</b></p> <ul style="list-style-type: none"> <li>• I can design, create and evaluate using a range of suitable materials and tools.</li> </ul>	<p><b>RE – Is anything ever eternal?</b></p> <ul style="list-style-type: none"> <li>• I can express the feelings I have when I think about situations or things I would like to last forever.</li> <li>• I can make links between different Christian beliefs and their views on whether anything is ever eternal.</li> <li>• I can reflect on my own beliefs about whether anything is eternal.</li> </ul>
	5 and 6	<p><b>Science: Animals including humans</b></p> <ul style="list-style-type: none"> <li>• I can describe the ways in which nutrients and water are transported in animals including humans.</li> <li>• I can name and identify the main parts of the human circulatory system.</li> <li>• I can describe the function of the heart, blood vessels and blood.</li> <li>• I can discuss the impact of diet, exercise, drugs and lifestyle on health.</li> </ul>	<p><b>Circuit training</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate stamina</li> <li>• I can demonstrate flexibility and strength</li> <li>• I can demonstrate control and balance</li> </ul>

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Spring 2	1 – 3	<p><b>Stepping stones</b></p> <p><i>World Book Day unit – see separate planning English and Drama.</i></p> <p><b>Computing: Programming</b> – The children will be looking at a mathematical concept known as ‘algorithms’.</p> <ul style="list-style-type: none"> <li>• I can design a solution by breaking a problem up.</li> <li>• I recognise that different solutions can exist for the same problem.</li> <li>• I can use logical reasoning to detect errors in algorithms.</li> <li>• I can use selection in programs.</li> <li>• I can work with variables.</li> <li>• I can explain how an algorithm works.</li> <li>• I can explore – What if? By planning different scenarios for controlled devices.</li> </ul>	<p><b>PSHE – Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I can evaluate when alcohol is being used responsibly, anti-socially or being misused</li> <li>• I can tell you how I feel about using alcohol when I am older and my reasons for this</li> </ul> <p><b>RE – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b></p> <ul style="list-style-type: none"> <li>• I can explain how the influence people have had on me has affected what I see as important.</li> <li>• I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</li> <li>• I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</li> </ul> <p><b>House Competitions</b></p> <ul style="list-style-type: none"> <li>• I can play competitive sports to agreed rules</li> <li>• I can plan and lead others in a game situation.</li> <li>• I can use a number of techniques to pass, dribble or shoot</li> <li>• I can gain possession by working as a team.</li> </ul>
	4 - 6	<p><b>Art &amp; DT: Fabric printing</b></p> <ul style="list-style-type: none"> <li>• I can prove that my design meets some set criteria (evaluating)</li> <li>• I can follow a step by step plan choosing the right equipment and materials.</li> <li>• I can design a product and makes sure it looks attractive.</li> </ul>	

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Summer 1	1	<p><b>The Final Countdown</b></p> <p><i>Earth Week unit – see separate planning Geography, PSHE, DT, Science, Drama, Art and Computing.</i></p> <p style="text-align: center;"><b>SATS REVISION AND PREPARATION</b></p> <p><b>Performance, PE and The Arts</b> - Making props and learning songs/dances for final production</p>	<p><b>PSHE – Relationships</b></p> <ul style="list-style-type: none"> <li>• I can recognise when people are trying to gain power or control.</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> </ul> <p><b>RE – Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1</b></p> <ul style="list-style-type: none"> <li>• I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</li> <li>• I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</li> <li>• I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul> <p><b>Year 6 Performance</b></p> <ul style="list-style-type: none"> <li>• I can improvise freely and translate ideas from a stimulus into movement.</li> <li>• I can share and create phases with a partner and small group.</li> <li>• I can repeat, remember and perform phases</li> <li>• I can take the lead when working with a partner or group.</li> <li>• I can use dance to communicate ideas.</li> <li>• I can compose my own dances in a creative way.</li> <li>• I can perform to an accompaniment.</li> <li>• My dance shows clarity, fluency, accuracy and consistency.</li> <li>• I can develop sequences in a specific style.</li> <li>• I can choose my own music and style.</li> </ul>
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Summer 2	1 and 2	<b>Curtain Call</b>  <b>School trip – Kidzania</b> <b>School Trip - Mersea</b>  <b>Science: Electricity</b> – Children will be learning how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit as well as using recognised symbols when representing a simple circuit in a diagram. <ul style="list-style-type: none"> <li>I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</li> <li>I can compare and give reasons for why components work and do not work in a circuit.</li> <li>I can draw circuit diagrams using correct symbols.</li> </ul>	<b>PSHE – Changing Me</b>  <ul style="list-style-type: none"> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</li> <li>I recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	3	<b>Computing: Animator (iMovie advert promoting the year 6 production)</b> <ul style="list-style-type: none"> <li>I can create my own piece of work</li> <li>I can present my work to others, using a computer device</li> <li>I can add photos, videos and text</li> <li>I can select appropriate backgrounds and music</li> </ul>	<b>RE - Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2</b>  <ul style="list-style-type: none"> <li>I can give examples of times when I misinterpreted something.</li> <li>I can explain two different Muslim interpretations of Jihad.</li> </ul>
	4 and 5	<b>History: Local History of Mersea</b> – This will be a project based on the recent residential trip to Mersea where they will learn about the local area. <ul style="list-style-type: none"> <li>I can summarise how Mersea has had influence in the county of Essex.</li> <li>I can explain how our locality has changed over time.</li> <li>I can explain how an event from the past has shaped Mersea today.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul>
	6	<b>My money unit – see separate planning</b>	
	7	<b>The Arts: Music, Art and DT (Year 6 production) – ongoing</b> <ul style="list-style-type: none"> <li>I can sing in harmony, confidently and accurately.</li> <li>I can perform parts from memory.</li> <li>I can take the lead in a performance.</li> <li>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> <li>I can evaluate how the venue, occasion and purpose effects the way a piece of music is created.</li> </ul>	<b>Outdoors and Adventurous Activities</b> <ul style="list-style-type: none"> <li>I can plan a route and a series of clues for someone else, using a map, clues and a compass in both familiar and unknown locations.</li> <li>I can work cooperatively with others.</li> <li>I can plan with others taking account of safety and danger</li> </ul>