

Year 6 Curriculum Planning

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

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

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

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

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