



## Jewell Academy Whole School Curriculum 2020-2021 YEAR 6

Term	Autumn		Spring		Summer			
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)		
<b>CORE PRINCIPLE FOCUS</b>	<b>SELF-WORTH:</b> HIGH EXPECTATIONS – BEING THE VERY BEST YOU CAN BE IN YOUR SCHOOL AND COMMUNITY.	<b>ASPIRATIONS:</b> ‘WITH BIG DREAMS AND HARD WORK, ANYTHING IS POSSIBLE’ – ASPIRATIONS MEANS TO DREAM ABOUT THE FUTURE WHILE BEING INSPIRED IN THE PRESENT TO REACH THOSE DREAMS.	<b>ENGAGEMENT:</b> OPPORTUNITY – MATCHING YOUR INTERESTS WITH ACTIVITIES THAT WILL HELP YOU TO LEAVE SCHOOL WELL-ROUNDED AND CONFIDENT. <b>ENGAGEMENT:</b> CHALLENGE – MAKING YOUR LEARNING EXCITING AND RELEVANT TO THE REAL WORLD.	<b>ENGAGEMENT:</b> TALENT DEVELOPMENT – ENHANCING YOUR NATURAL STRENGTHS AND ABILITIES SO YOU THRIVE IN SCHOOL AND BEYOND. <b>ENGAGEMENT:</b> INNOVATION & ENTERPRISE – SUPPORTING YOUR CREATIVITY BY ENCOURAGING YOU TO ASK ‘WHY?’ AND ‘WHY NOT?’	<b>PURPOSE:</b> MAKERS & CREATORS – BEING A CREATOR, NOT JUST A CONSUMER, OF TECHNOLOGY IN OUR DIGITAL WORLD.	<b>PURPOSE:</b> GLOBAL – HAVING THE CULTURAL AWARENESS NEEDED TO COMMUNICATE IN OUR INTERCONNECTED WORLD. <b>PURPOSE:</b> EMPLOYABILITY – EQUIPPING YOU WITH THE SKILLS AND ABILITIES YOU’LL NEED TO EXCEL IN OUR EVER-CHANGING WORLD.		
<b>LEARNING SKILL FOCUS</b>	<b>TEAMWORK</b>		<b>INDEPENDENCE</b>	<b>RESILIENCE</b>	<b>COMMUNICATION</b>	<b>SELF-MOTIVATION</b>		
<b>WELLNESS FOCUS</b>	<b>PHYSICAL</b>		<b>INTELLECTUAL</b>	<b>SPIRITUAL</b>	<b>INTERPERSONAL</b>	<b>ENVIRONMENTAL</b>		
<b>Year 6</b>	<b>BELONGING (1 weeks)</b>	<b>Light and Dark Electricity</b> How can we, as inventors, create a monster warning system?	<b>Survival of the fittest</b> What adaptations have occurred in order for animals to survive on Galapagos?	<b>North America</b> How can we, as travel agents, promote North America?	<b>World War 2:</b> How can we investigate, as historians, how children were affected by WWII?	<b>SATs Preparation-</b> How can we as students, ensure that we pass our SATs?	<b>Historical Times:English Civil War</b> How did soldiers design their weapons to win wars?	<b>TRANSITION</b>
	<b>2 weeks Baseline</b>	<b>English Text:</b> -A Monster Calls	<b>English Text:</b> Skellig	<b>English:</b> Holes	<b>English:</b> Letters from the Lighthouse	<b>English:</b> - Literacy shed resources	<b>English:</b> Highwayman	
		<p>To Entertain: to write a powerful story based on a Monster Calls. To Describe; To write a description of the monster in the narrative continuous development and revision of Year 3 Spelling and Grammar.</p> <p><b>Reading:</b> The development of reading skills to: *Retrieve *Infer &amp; Deduce *Explain &amp; Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b></p>	<p><b>Writing to inform-</b> guide for evacuation. <b>To describe-</b> different meals to compare diets. Diary in role of character re write story from different perspectives.</p> <p><b>Reading:</b> The development of reading skills to: *Retrieve *Infer &amp; Deduce *Explain &amp; Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b></p>	<p><b>Writing to:</b> Writing to.. Inform Diaries recount in the role of Stanley at Camp Green Lake Letters- Stanley writing home. Describe- to write a description of the wreck room. To plan and write own Adventure story To persuade</p> <p><b>Reading:</b> The development of reading skills to: *Retrieve *Infer &amp; Deduce *Explain &amp; Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b></p>	<p><b>Writing to:</b> To engage children with a powerful text that they will enjoy To discuss the themes and issues that arise, enabling children to make connections to their own lives To explore, talk and write about emotions To develop creative responses to the text through discussion and role-play To analyse the author’s style and study how effects are achieved through word choice and structure To write in role, in order to explore a character and to learn about writing in other voices</p> <p><b>Reading:</b> The development of reading skills to: *Retrieve *Infer &amp; Deduce *Explain &amp; Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b></p>	<p><b>Writing to: Literacy Shed Resources</b></p> <p><b>Reading:</b> The development of reading skills to: *Retrieve *Infer &amp; Deduce *Explain &amp; Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b></p>	<p><b>Writing to:</b> To write a narrative poem To write a letter home from the battlefield to write an explanation text about the English Civil war.</p> <p><b>Reading:</b> The development of reading skills to: *Retrieve *Infer &amp; Deduce *Explain &amp; Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b></p>	
<p><b>Maths: (See White Rose Planning) Place Value</b> Rounding numbers read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Negative numbers Use negative numbers in context, and calculate intervals across zero round any whole number to a required degree of accuracy solve number and practical problems that involve all of the above Number- four rules add / subtract Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply 4 digit numbers Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Short division Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.</p>	<p><b>Maths: (See White Rose Planning)</b> Long division Divide numbers up to 4 digits by a 2 -digit number using the formal written method of short division, interpreting remainders according to the context. Common factors Identify common factors, common multiples and prime numbers. Multiples Prime Squared and cubed Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions &gt; 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 14 x 12 = 18 ]Divide proper fractions by whole numbers[for example 13÷ 2 =16]Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example 38] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p><b>Maths:</b> Decimals: Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</p> <p>Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p>	<p><b>Maths: (See White Rose Planning)</b> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres.</p> <p>Recognise that shapes with the same area can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare the volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p><b>Maths: (See White Rose Planning)</b> Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p><b>SATS</b> Illustrate and name parts of circles,including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p>	<p><b>Maths: (See White Rose Planning)</b> Illustrate and name parts of circles,including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p> <p>* KS2- KS3 Transition Programme</p>			

		Geometry Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.				
			<b>Geography:</b> <b>Destination North America</b>  Countries and cities. Compare the major US state to Bournemouth.  Mountains and Earthquakes			
				<b>History: World War II</b>  How can we investigate, as historians, how children were affected by WWII? Recent History: WW2: *The outbreak *Key leaders (Axis Vs Allies) * Key events (Timeline) *Evacuation *Rationing *Suffragettes *Holocaust		<b>History:Times:English Civil War</b> Driving Question: How did soldiers design their weapons to win wars?  Pupils should be taught about an aspect of local history
		<b>Science:</b>  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.			<b>Science:</b>  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics.	<b>Science:</b>  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans
			<b>Art:</b> <b>Technique Development:</b> <b>Artist Study: Andy Warhol</b> Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)  <ul style="list-style-type: none"> <li>• ...all children should be able to: <ul style="list-style-type: none"> <li>• Finish a drawing.</li> <li>• Paint an abstract picture.</li> <li>• Build a toy house.</li> <li>• Use a sketchbook.</li> </ul> </li> <li>• Tell about the artist John Singer Sargent.</li> <li>• Tell about the photographer Ansel Adams.</li> <li>• Tell about the artist Helen Frankenthaler.</li> <li>• Tell about the architect Frank Lloyd Wright.</li> <li>• Tell about the artist Jean-Michel Basquiat.</li> <li>• Tell about the artist Mary Cassatt.</li> <li>• Make a landscape collage.</li> </ul>	<b>Art: Textiles</b> Poppy art remembrance day Silhouette Art to create power and meaning Brush technique for silhouette art- shading and colour scale.  Food tech: Rations, Vegetable soup Christmas Art- sewing a stocking- Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.		<b>Art: Sculpture Anthony Gormley</b> <b>Technique Development:</b> Use wires to create malleable forms  Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) Create human forms showing movement
<b>Computing:</b> <b>Autumn 1: Privacy and security</b>	<b>Computing:</b> <b>Autumn 2:</b> <b>Unit 6A More complex variables</b>	<b>Computing:</b> <b>Spring 1:</b> <b>Coding</b> <b>Object opportunities</b>	<b>Computing:</b> <b>Spring 2:</b> <b>Copyright and ownership</b>	<b>Computing:</b> <b>Summer 1:</b> <b>Copyright and ownership</b>  Digital Literacy: NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. e.g Putting together a spreadsheet of information. <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_v6/computing_sow_v6_unit_6-3">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_v6/computing_sow_v6_unit_6-3</a>	<b>Computing:</b> <b>Summer 2:</b> <b>HTML and/or Python unit.</b>  Coding: Object properties  and / or  Units of work around HTML and Python programming.	
<b>PSHE and SRE (British Values):</b> <b>Being me in my World- Jigsaw Scheme</b> Help others to feel welcome Try to make our school community a better place. Think about everyone's right to learn Care about other people's feelings	<b>PSHE and SRE (British Values): Celebrating Differences- Jigsaw Scheme</b> Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words	<b>PSHE and SRE (British Values): Dreams and Goals- Jigsaw Scheme</b> Stay motivated when doing something challenging. Keep trying even when it is difficult My Dream For the World Helping to Make a Difference	<b>PSHE and SRE (British Values): Healthy Me- Jigsaw Scheme</b> Taking responsibility for my health and well-being Drugs .Exploitation Gangs Emotional and Mental Health	<b>PSHE and SRE (British Values): Relationships- Jigsaw Scheme</b> 1.What is Mental Health? 2.My Mental Health 3.Love and Loss 4.Power and Control 5.Being Online: Real or Fake? Safe or Unsafe?	<b>PSHE and SRE (British Values): Changing Me- Jigsaw Scheme</b> 1.My Self Image 2. Puberty 3.Babies: Conception to Birth 4.Boyfriends and Girlfriends 5.Real self and ideal self	

		Work well with others Choose to follow the Learning Charter	Know how to give and receive compliments	.Recognising Our Achievements	Managing Stress and Pressure	6.Using Technology Responsibly	6.The Year Ahead
		<b>Music:</b> Unit: Happy Style: Pop/Motown Topic and cross curricular links: What makes us happy? Video/project with musical examples.	<b>Music:</b> Listening, appreciating and comparing music of the 1940s Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross curricular links: History of music - Jazz in its historical context.	<b>Music:</b> Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross curricular links: Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.	<b>Music:</b> Unit: Music and Identity, Style:A range of musical styles about identity	<b>Music:</b> Unit: You've Got A Friend Style: The Music of Carole King Topic and cross curricular links: Her importance as a female composer in the world of popular music.	<b>Music:</b> Style: Western Classical Music. Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
		<b>DT/STEM:</b>	<b>DT/STEM:</b> Food skills - compare WWII meal with nowadays equivalent Celebrating culture and seasonality understand and apply the principles of a healthy and varied diet. cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet understand and apply the principles of a healthy and varied diet	<b>DT/STEM: electrical systems</b> More complex switches and circuits (including programming , monitoring and control)  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].			<b>DT/STEM: Mechanical Systems</b> Pulleys or levers  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
		<b>PE: (See LTPE Planning)</b>	<b>PE: (See LTPE Planning)</b> *Invasion Games: FUNDAMENTAL SKILLS TO DEVELOP: Running & Dodging (Agility) Chest Push (Accuracy) Catch (Medium Size Balls) Kick from floor (Power & Accuracy) Foot Dribble	<b>PE: (See LTPE Planning)</b> <b>Net/Wall Games :Fundamental skills to develop:</b> Underarm Throw Catch (Small Size Balls) One/Two Hand Strike for Accuracy	<b>PE: (See LTPE Planning)</b> <b>Strike and Field Games</b> Overarm Throw for Accuracy Underarm Throw Catch (Small Size Balls) One/Two Hand Strike for Power	<b>PE: (See LTPE Planning)</b> <b>Gymnastics</b> <b>FUNDAMENTAL SKILLS TO DEVELOP:</b> FLOOR SHAPES FLOOR MOVEMENT Front & Back Support Pair/Trio Balances Planche & Frog Balance Y Balance & T Balance Headstand & Handstand  Forward Roll Diving Forward Roll Backward Roll Cartwheel APPARATUS  Star & Tuck Jump Straddle & Pike Jump 1/2 Turn & Full Turn Jump  Jumps on the Bench Leaping on the Bench Climbing Up and Down Traversing/Sideways 2 or 3 Point Hold	<b>PE: (See LTPE Planning)</b> <b>Dance</b> FUNDAMENTAL SKILLS TO DEVELOP: Composition: Explore Structure Develop Link  Performance: Physical Skill & Audience Movement Memory  Appreciation: Give Feedback Respond to Feedback  <b>Athletics</b> FUNDAMENTAL SKILLS TO DEVELOP: Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push (Power)
		<b>RE: Islam (beliefs and practices)- How do Islams show their commitment to God</b>  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.	<b>RE- How significant is it that Mary was Jesus' mother? OR: Incarnation</b>  I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	<b>RE- Belief and Meaning Is anything ever eternal?</b>  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.	<b>RE- Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b>  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.	<b>RE-Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1</b>  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.	<b>RE Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2 Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2</b>  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.
							<b>MFL</b> <b>La Jolie Ronde</b>  <b>Learning Objectives:</b> To revise numbers 1-10 To Learn simple greetings To understand and repeat classroom instructions To ask for and give name To ask for and state age To learn the colours To learn fruit names To learn the days of the week and the months of the year.