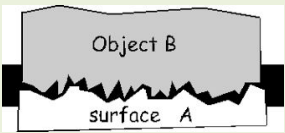
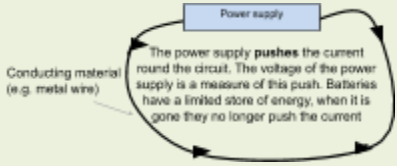
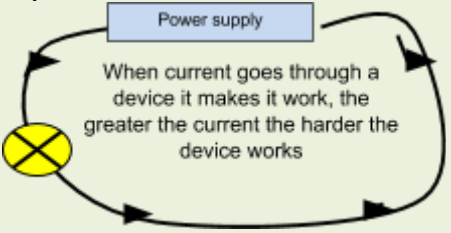
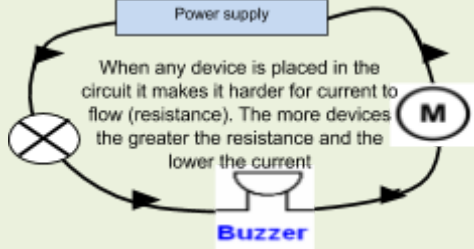


Romsey Abbey Primary School Year 6 Curriculum

Year 6	Friend of Foe?	How do we make the world a better place?	Who's got the power?
Visit	Hillier's Arboretum whole School – Science focus Evolution/Adaptations: Survival of the fittest/Habitats game (version using choices), Plants of the world (adaptations), Variation within oak family (look at a selection of oaks around the Gardens), Food web game, Photosynthesis game. Hardelot in France (Residential)	Visit to Mosque or visit from Iman Spring 1 – Tuesday 6 th February Internet Safety Day	Winchester Cathedral
Maths	We follow the Hampshire Maths Planning Model. See separate document for information.		
English Focus Texts	<p>Autumn 1: Learning Journey 1: Text: <i>The Girl Who Walked on Air</i> by Emma Carroll Outcome: Diaries from different perspectives Interviews Guided Reading Texts: <i>As Above + Ethan's Voice</i> by Rachel Carter Learning Journey 2: <i>Warhorse</i> by Michael Morpurgo or <i>Goodnight Mr Tom</i> by Michelle Magorian Outcome: Guided Reading Texts: <i>As above</i></p> <p>Autumn 2: Learning Journey 1: Text: <i>The Piano (animation)</i> Outcome: Audio description Guided Reading Texts <i>Range of War Poetry</i></p>	<p>Spring 1: Learning Journey 1 Whole School Writing Week 8 – 12 Jan <i>Little Red Riding Hood</i> Text: <i>Invictus – William Henley (poem)</i> Outcome: Explanation and analysis of poem Short story – Resilience – Olympic dreams – link to Cool Runnings and Derek Redmond Guided Reading Texts: <i>Survivors</i> by David Long Learning Journey 2: Text: <i>Shackleton's Journey</i> by William Grill Outcome: Persuasive Speech Non-chronological Report Autobiographical recount Guided Reading Texts: SATs past papers and short excerpts</p>	<p>Summer 1: Learning Journey 1 - Text: <i>Fantastic Beasts and Where to find them – JK Rowling</i> Outcome: Scientific Report Formal Letters Guided Reading Texts: <i>As Above</i></p> <p>Learning Journey 2 - Text: <i>Fantastic Beasts and Where to find them – JK Rowling</i> Outcome: News Report Guided Reading Texts: <i>Dragonology</i> by Dugald A. Steer and Earnest Drake?</p> <p>Summer 2: Learning Journey 1 - Text: <i>Replay (animation)</i> Outcome:</p>

	<p><i>Friend or Foe</i> by Michael Morpurgo</p> <p>Learning Journey 2: Text: <i>The Silver Sword</i> by Ian Serraillier</p> <p>Outcome:</p> <p>Guided Reading Texts</p> <p>As above + <i>Once</i> by Morris Gleitzman + <i>When Hitler stole Pink Rabbit</i> by Judith Kerr</p>		<p>Spring 2: Learning Journey 1 Text: Macbeth – Shakespeare’s Stories</p> <p>Outcome: Persuasive Letter</p> <p>Diary entries from different perspectives</p> <p>Guided Reading Texts: Other Shakespeare stories in different versions + SATs style texts</p> <p>Learning Journey 2: Mock SATs</p> <p>Spring 2 may start with more time on Shackleton’s Journey or writing outcomes based on Survivors</p> <p>Guided Reading Texts: SATs past papers and short excerpts</p>		<p>Guided Reading Texts <i>Cogheart</i> by Peter Bunzl or <i>The Extraordinary Colours of Auden Dare</i> by Zillah Bethell?</p> <p>Learning Journey 2 - TBC Wolf Wilder (Katherine Rundell)</p> <p>Whole School Writing Week David and Goliath</p> <p>Guided Reading Texts: As Above</p>	
PSHE	Being Me in my World	Celebrating Difference Anti-Bullying Week (running from Monday 12th November until Friday 16th November). The theme for this year is 'Choose Respect',	Dreams and Goals	Healthy Me	Relationships	Changing Me
Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity
RE UC units	Concept: Creation Context: Creation and Science: conflicting or complimentary?	Concept: Incarnation Context: Was Jesus the Messiah?	Concept Umma community Context The Five Pillars of Islam Pack	Concept: Salvation Context: What difference does the resurrection make for Christians?	Concept: Rites of Passage Context: The Hajj Islam (mini unit)	Concept: Gospel Concept: What would Jesus do?
Assessment Focus	Evaluate and communicate	Enquire and contextualise	Evaluate and Explain	Evaluate and Apply	Contextualise	Explain and Apply

	Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with scientific accounts	I can explain the importance of Incarnation to Christians	Evaluate by describing/explaining, the importance and relevance of Umma to Muslims	Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today	Explain the importance of the Hajj to Muslims	Explain how stories in the Gospels could give us guidance for the problems and issues in the world today
<p>Science Learning Objectives</p> <p>Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments.</p> <p>HIAS Key Ideas in bold.</p>	<p>Forces that oppose motion: (8 sessions)</p> <p>Chapter 1: Water and air resistance.</p> <ul style="list-style-type: none"> When objects move through air and water they have to push it out of the way. The water and air push back with forces called water resistance and air resistance. The harder it is to push the material out of the way the greater the resistance. Gases weigh less than liquids and so water resistance is greater than air resistance <p>Chapter 2: Friction.</p> <ul style="list-style-type: none"> Friction is a force against motion caused by two surfaces rubbing against each other. It occurs because no surfaces are perfectly smooth; they have bumps and undulations that can interlock when placed on top of each other. To move one interlocking surface over another one of three things must happen: <ol style="list-style-type: none"> The surfaces must rise slightly The bumps on the surface must bend The bumps on the surface must break <p>All of these actions requires a force, this is what causes friction</p> 	<p>Controlling electrical circuits: (8 sessions)</p> <p>Chapter 1: Pushing electrical current</p>  <p>Chapter 2: Electrical current makes devices work</p>  <p>Chapter 3: All devices resist current</p>  <p>Chapter 4: Electrical current has a heating effect</p>	<p>SATS prep</p> <p>Evolution and natural selection: (10 sessions)</p> <p>Chapter 1: Evolution happens.</p> <ul style="list-style-type: none"> Over the last many millions of years there are many examples of organisms becoming extinct and others evolving into new organisms over many generations. The fossil record provides evidence for this. <p>Chapter 2: Fossils provide evidence for evolution.</p> <p>The way fossils form and are found mean the fossil record is an incomplete record of all evolution. Scientists have had to piece together evidence to work out how organisms evolve.</p> <p>Chapter 3: How does evolution happen?</p> <p>Darwin's theory of Natural Selection explains how evolution occurs. It can be simplified in the flow chart.</p>			

NC Objectives in italics.

Additional Guidance on Key Ideas document in /teachers

Chapter 3: Managing forces.

Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move.

(These are particularly complex ideas. It might be better to teach them through a design technology project where children make toys using cogs, pulleys and levers)

Making new substances: (8 sessions)

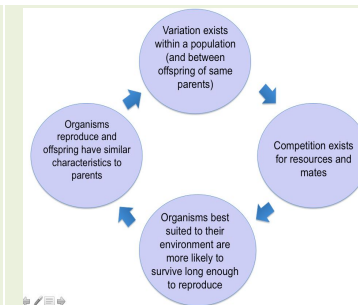
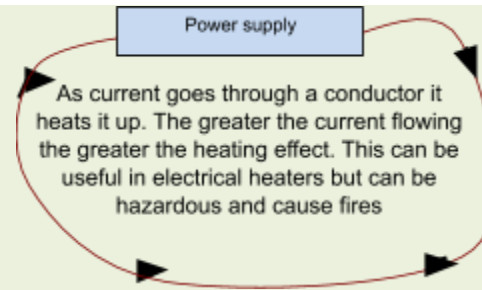
The big idea

It is possible to change materials into completely different ones. This is very important because new substances might have different properties to materials we currently have. For example plastics can be moulded into intricate shapes, are waterproof, strong and electrical insulators.

When materials are heated or mixed with other materials they sometimes can be made to turn into new materials. The question is how would we know if it was a new material or the same material mixed differently?

Indicators that something new has been made are:

1. The properties of the material are different (colour, state, texture, hardness, smell, temperature)
2. If it is not possible to get the material back easily it is likely that it is not there any more and something new has been made (irreversible change)



Chapter 3: Why are life cycles so different?

All living things have similar stages of life.

History	British Study that extends beyond 1066 – Significant turning points in British History World Wars 1 and 2	A beacon of light in the dark ages: the early Islamic Civilisation (Hampshire Services pack)	Ancient Greece
Learning Objectives	To study a significant turning point in British History	To study a non-european contrast with Britain (Baghdad)	Greek legacy enquiry (Hampshire Services pack)
Geography	France	Baghdad	Greece
Learning Objectives	<p>Human and physical geography</p> <p>I can identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in France.</p> <p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and France. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in France and compare to region of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p> <p>Locational knowledge</p> <p>I can locate the world's countries, using maps to focus on Europe concentrating on environmental regions, key physical and human characteristics – France.</p>	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Baghdad.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Greece.

Build on prior knowledge of UK regions by using maps to locate countries of Europe.
Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.
Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest.
Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.
Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.
Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.
Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.

Place knowledge

I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country - Northern France. (Mapping skills in Hardelot and local study)

Geographical skills and fieldwork

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – France.

	I can use the eight points of a compass, four and six-figure grid references, symbols and key to build my knowledge of the United Kingdom and the wider world.		
Art and Design			
Learning Objective			
Design and Technology			
Learning Objective			
Music	Rhythm and Aural Games Harvest	Rhythm and Aural Games	Rhythm and Aural Games Film Music Listening:

	<p>Pentatonic scale – small group compositions using own instruments and class percussion instruments in ternary form</p> <p>Aural recognition of music in 2, 3 and 4 time and conducting patterns</p> <p>Writing rhythms in 5 and 7 time using musical notation</p> <p>Listening – Ravel's Bolero – ostinato – small group composition with ostinato and melody</p> <p>Looking at the musical timeline</p> <p>Christmas songs</p> <p>Performance Opportunity – Christmas Carol Service</p>	<p>Traditional Iraqi Instruments – listening to traditional Iraqi music – traditionally a slow tempo, free rhythm and minor mode</p> <p>The National Youth Orchestra of Iraq</p> <p>Song Composition – In small groups set the poem 'Invictus' to music using voices and instruments – own and percussion – pitched and unpitched</p>	<p>John Williams: Schindler's List, Star Wars, Jaws, Indiana Jones</p> <p>Henry Mancini – The Pink Panther</p> <p>John Barry – Out of Africa</p> <p>Ennio Morricone – Gabriel's Oboe</p> <p>Composition – small group choice of composing a piece of film music for</p> <ol style="list-style-type: none"> 1 Adventure – fast rhythmic 2 Horror – use of dynamics 3 Love – slow, melodic <p>Year 6 production</p>
<p>Learning Objectives</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Sing play and perform the Harvest and Christmas songs and music as part of an ensemble, being aware of pitch and dynamics, singing with increasing accuracy, fluency, control, expression and a sense of performance.</p> <p>Appreciate music - Ravel's Bolero, understanding that the whole piece is based on one musical theme, ostinato patterns</p> <p>Listen to a simple rhythm of crotchets, minims, dotted minims and quavers then write it down using the correct musical notation.</p> <p>Understand staff when grouping notes into 2, 3 and 4, 5 and 7 beats in a bar.</p>	<p>Compose and perform a small group song based on the lyrics of the 'Invictus' poem using the inter-related dimensions of music.</p> <p>Appreciating and understanding music and instruments from another tradition - Iraq</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Appreciate and understand a wide variety of film music understanding how the music illustrates and communicates the theme of the film.</p> <p>Developing an understanding where film music comes in the history of music – silent movies through to modern day</p> <p>Compose in small group a piece of film music, understanding the type of music required to illustrate either an adventure film or a Love film using the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture and structure.</p> <p>Sing, play and perform the year 6 production songs and music as part of an ensemble, being aware of pitch and dynamics, singing with increasing</p>

	<p>I can read rhythmic patterns using, crotchets, minims, quavers, dotted minims and semibreves.</p> <p>Developing an understanding of the history of music – looking at music timeline</p>		<p>accuracy, fluency, control, expression and a sense of performance.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>			
<p>Computing</p>			<p>Information Technology – Desktop Publishing – Using Google Docs to present to English and History work.</p>	<p>Information Technology – Desktop Publishing – Using Google Docs to present to English and History work.</p>	<p>Digital Literacy – CEOP unit taught – link to Relationships – Jigsaw Piece 4, 5 and 6.</p>	<p>Computer Science – Go to Romsey School to Complete a programming unit.</p> <p>Information Technology – Using iMovie to Vlog about the school play.</p>
<p>Learning Objectives</p>			<p>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</p>	<p>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</p> <p>Understand the opportunities computer networks offer for collaboration</p>	<p>Understand the opportunities computer networks offer for collaboration Be discerning in evaluating digital content</p>	<p>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</p>

				Be discerning in evaluating digital content		
PE	Gymnastics Net/wall games Strike/field games Invasion games Athletics Swimming	Dance -street/cheerleading Net/wall games Strike/field games Invasion games Athletics	Gymnastics Invasion games Net/wall games Strike/field games Athletics	Country dance Net/wall games Strike/field games Invasion games Athletics	Net/wall games Strike/field games Invasion games Athletics	Net/wall games Strike/field games Invasion games Athletics Bikeability
Learning Objectives	<p>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</p> <p>Explain how using different parts of their impacts on balance, coordination and travel.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently.</p> <p>Organize their own safe activities to support class development in dance; show an understanding of the impact this has on their fitness, health and well-being.</p>	<p>As per Autumn 1 but collaboratively.</p> <p>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</p> <p>Explain how using different parts of their impacts on balance,</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently.</p> <p>Organize their own safe activities to support class development in dance; show an understanding of the impact this has on their fitness, health and well-being.</p>	<p>To use the transferable skills in all 4 areas.</p> <p>Teacher to prepare for change for life and alternate between the different activities.</p> <p>1st week – Athletic – Sports Day 2nd week – Invasion 3rd week – Net/Wall 4th week – Strike Field</p>	

	<p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. Choose the best pace for running event, so they can sustain their running and improve on a personal target.</p> <p>Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well. Understand how stamina and power help people to perform well in different athletic activities. Identify good athletic performance and explain why it is good, using agreed criteria.</p>	<p>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences. Pass, dribble and shoot with control in games. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Know and carry out warm up activities that use exercises that relate to invasion games. Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p>	<p>coordination and travel. Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in games where it is important; use the skills they prefer with competence and consistency. Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly. Identify appropriate exercise and activities for warming up; recognize how these games make their bodies work.</p>	<p>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Recognise the activities and exercises that need including a warm up.</p>	
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			Pick out what and others do well and suggest ideas for practices.	Identify their own strengths and suggest practices to help them improve.		
French						