



Year 6 - 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Recovery Curriculum</u></p> <p><u>Wk 1</u> Waiting for Wolf</p> <p><u>Wk 2</u> No longer Alone</p> <p><u>Wk 3</u> Here We Are- notes for living on Planet Earth.</p> <p>Narrative (mystery)</p> <p>Recount Writing</p> <p><i>The London Eye Mystery (CLPE)</i></p>	<p>Biographies and autobiographies</p> <p>Reports and Journalistic Writing</p> <p>Poetry <i>The Silver Donkey (CLPE)</i></p>	<p>Argument and debate/ Persuasive Writing</p> <p>Non-chronological reports</p> <p><i>Floodland (CLPE)</i></p>	<p>Genre fiction (historical)</p> <p><i>Treason (CLPE)</i> Explanation</p>	<p>Genre fiction (historical)</p> <p><i>Treason (CLPE)</i> Explanation</p> <p>Myths and Legends/ Classic Narrative</p> <p><i>One Thousand and One Arabian Nights (CLPE)</i></p>	<p>Plays and dialogue (Shakespeare)</p> <p><i>Midsummer Night's Dream</i></p> <p>Poetry</p> <p>The Princess' Blankets</p>
Maths	<p>Autumn (8 wks)</p> <p>Recovery Curriculum</p> <p><u>Y5 N & PV</u> Read, write, order and compare numbers to at</p>	<p>Autumn 2 (7 wks)</p> <p>1. Read, write and compare 6-digit numbers and know what each digit represents</p> <p>2. Use mental</p>	<p>Spring 1 (6 wks)</p> <p>8. 2D shapes, their properties, areas, and perimeters, and 3D shapes</p> <p>9. Find non-unit fractions of</p>	<p>Spring 2 (5 wks)</p> <p>14. Understanding decimal and proper fractions and their equivalences;</p>	<p>Summer 1 (6 wks)</p> <p>19. Data representation and manipulation</p> <p>20. Position on a 4-quadrant coordinate grid</p>	<p>Summer 2 (6wks)</p> <p>25. Revise scaling, using mental strategies for multiplying and dividing</p> <p>26. Revise using</p>



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	<p>least 1,000,000 (one million) and say the value of each digit</p> <p>Use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0</p> <p><u>Y5 A & S</u> Add and subtract numbers with more than 4 digits using written methods</p> <p>Add and subtract 2 and 3 digit numbers in my head</p> <p>Solve addition and subtraction problems needing more than one step and can work out</p>	<p>addition strategies to solve additions including decimal numbers</p> <p>3. Algebra - developing the use of trial and improvement methods</p> <p>4. Conversion of SI and imperial units; it also covers the use of 24-hour clock and calculation of time intervals.</p> <p>5. Mental strategies and written methods in subtracting and the appropriate use of both with whole and decimal numbers</p> <p>6. Mental strategies and written methods in</p>	<p>amounts; use short division to divide 3- and 4-digit numbers by 1-digit numbers</p> <p>10. Add and subtract unit fractions with different denominators including mixed numbers</p> <p>11. Multiply fractions less than 1 by whole numbers, converting improper fractions to whole number</p> <p>12. Read and write numbers with up to 7-digits</p> <p>13. Multiply and divide by 10, 100 and 1000</p>	<p>15. 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles</p> <p>16. Mental and written addition and subtraction method</p> <p>17. Identity common factors and common multiples</p> <p>18. Solving addition and subtraction problems involving money and decimals</p>	<p>21. Multiply 4-digit numbers including those with two decimal places by 1-digit numbers</p> <p>22. Use of generalisations and simple formula</p> <p>23. Revision of place value in large numbers and in decimal fractions</p> <p>24. Revision of: mental and written strategies in addition and subtraction; finding percentages; order of operations; and finding unknowns in equations</p>	<p>short division to find unit fractions of amounts, including decimals, and round answers to money problems according to the context</p> <p>27. Revision of: equivalence in fractions; and using this to add, subtract, multiply and divide fractions</p> <p>28. Revision of: properties of 2D shapes</p> <p>29. Use mathematical reasoning to investigate and solve problems, and to estimate and predict</p> <p>30. Explore binary</p>
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	<p>which operation and method is the most suitable</p> <p><u>Y5 M & D</u> Find multiples and factors of a number and can identify factors common to 2 different numbers</p> <p>Solve problems involving multiplication and division including using factors and multiples, squares And cubes</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>	<p>multiplying; both long and short multiplication</p> <p>7. Positive and negative whole numbers</p>				<p>numbers and solve mathematical puzzles</p>
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<p>RE/RSE</p>	<p><u>Recovery Curriculum</u></p> <p>Mission statement <u>WK 1.W/B 2.9</u> Rewrite the mission statement so that it contains the same message but includes independent ideas on how the gospel values of peace, love and knowledge directs our mission in life. Analyse all 4 prayers said during the day</p> <p>Why do we use the Plural terms in our prayers: How does this strengthen our relationship with God and others How do our prayers relate to the current Covid19 pandemic? <u>WK 2-W/B 7.9.20</u> <u>Waiting for wolf</u></p> <p>Overcoming Loneliness</p> <p>PSHE Theme; Making Choices</p> <p>Scripture Reading: Isaiah 30:22</p> <p>Big Question: Is loneliness always negative</p>	<p>SOURCES: The Bible, the special book for the Church</p> <p>UNITY: Eucharist enabling people to live in communion</p> <p>DEATH & NEW LIFE: Celebrating Jesus' death and resurrection</p> <p><u>Citizenship Week</u></p> <p>Writing: Citizenship outcome</p>	<p>WITNESSES: The Holy Spirit enables people to become witnesses</p> <p>HEALING: Sacrament <u>of</u> the Sick</p> <p>COMMON GOOD: Work of the worldwide Christian family</p> <p>RSE: The wonder of God's love in creating new life.</p> <p>Writing: Report on a modern witness</p>
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Suggested outcomes

*Draw images to show changes *Make a card *Set goal on how to overcome challenges * Use a template of a window to draw a scene to show your feelings*Write a poem * Create a piece of Art work using different shapes and colours to show different emotions

[WK3-W/B 14/9/20](#)

No Longer Alone

Belonging

PSHE theme: making choices

sharing our feelings with others.

BIG QUESTION:

Did God abandon us in this pandemic?

[WK 4-W/B 21/9/20](#)

Francis breaks from his father in Court

When Francis' father discovered that Francis was often caring for the lepers and had sold his horse and merchandise to pay for the rebuilding of the fallen-down chapel, he was angry and embarrassed. In response, his father, boiling with rage, dragged Francis before the bishop of Assisi and demanded the return of his property and goods

- What can we do when things seem



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	<p>to go from 'bad to worse'?</p> <ul style="list-style-type: none"> • What strategies can we use when things feel like they are going from 'bad to worse' • How did holding onto <i>God</i> help Francis/us get through this difficult situation? • How do your views help you get through difficult situations? <p>Big Question Why does it sometimes feel that <i>God</i> is far away from us? He has distanced himself?</p> <p>Resources: Poem -.When the world stood still</p> <p>Outcome: Children can create a piece of artwork; a song or poem to demonstrate their resilience in holding on to <i>God</i> in difficult times</p>					
<p>Science</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to</p>	<p>Electricity</p> <p>1.LO: Use recognised symbols when representing a simple circuit in a diagram to draw conclusions.</p>	<p>Living things and their habitats.</p> <p>Classifying living things</p> <p>Give reasons for classifying plants</p>	<p>Evolution and inheritance.</p> <p>Recognise that living things have changed over time and that fossils provide</p>	<p>Animals including humans.</p> <p>(Healthy Bodies)</p> <p>CIRCULATORY SYSTEM</p> <p>Identify and name the</p>	<p>Titanic</p> <p>LO: To plan different types of scientific enquiries to answer questions,</p>



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	<p>explain why shadows have the same shape as the objects that cast them.</p> <p>Recognise that light appears to travel in straight lines 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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.. Use the idea that light travels in straight lines to explain that</p>	<p>2. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>3. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. L.O. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>4.LO: To report findings from enquiries</p> <p>1. How bright?</p>	<p>and animals based on specific characteristics.</p> <p>Classifying living things "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."</p> <p>Classifying living things "Describe how living things are classified</p>	<p>information about living things that inhabited the Earth millions of years ago Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>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.</p>	<p>main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>EXERCISE Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>LUNG CAPACITY</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>DIET and LIFESTYLE</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Ask children to vote on whether.</p> <p>MEET THE</p>	<p>including recognising and controlling variables where necessary</p> <p>Carry out comparative tests and describe what happened</p> <p>Children carry out further comparative tests and make links between each one to draw conclusions.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling</p>
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	<p>objects are seen because they give out or reflect light into the eye. L.O. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p>	<p>WS Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>P61 Activity Resource</p> <p>PowerPoint Slides 11 and 12 Electrical components: batteries, bulbs, buzzers, motors, wires Paper and pencils or pens Battery Blow Cell Complete Component</p>	<p>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."</p> <p>Classifying living things</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms,</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>INVESTIGATION * Writing: Biography on Charles Darwin</p> <p>Art Outcome - sketching and watercolours Evolution and</p>	<p>SCIENTISTS Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Assessment INVESTIGATION Writing: Explanation How the human heart works.</p> <p>Animals including humans.</p> <p>Extended writing Explanation How the human heart works. Trip Horniman Museum</p>	<p>variables where necessary</p> <p>LO: To take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>LO: To explore icebergs</p> <p>WS Take measurements; use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings</p>
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	<p>ASSESSMENT</p>	<p>Electron Filament fuse</p> <p>5. STEM Stem Activity- Investigation Using slides 11 and 12, children plan and carry out investigation. Once again they should work scientifically and collect evidence and record their results appropriately.</p> <p>Increasing the number of components and keeping the battery the same. Adding more batteries (increasing the number of volts) to the circuit.</p> <p>Increasing the number of volts (cells) but keeping only one bulb</p>	<p>plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Classifying living things</p> <p>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.</p> <p>Classifying living things</p>	<p>inheritance.</p> <p>Extended writing Biography on Charles Darwin</p> <p>Trip: Natural History Museum</p>	<p>when appropriate. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>P73 Activity Resource</p> <p>Video clip 'Iceberg calving' (see Useful Websites list on My Rising Stars) Ice balloons Bowls or aquaria Digital thermometers</p>
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		<p>in the circuit.</p> <p>They should also consider how best to present their results, e.g. bar chart, table, line graph, photographs, etc. Exc. Children apply what they know to manipulate circuits and test their own ideas WS Exc. Children move from using circuit symbol cards to using the symbols to draw their own circuits Formulate a conclusion about the above</p> <p>Exp. Children make links between what they changed and the results. WS Exp. Children use the circuit symbol cards</p>	<p>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.</p> <p>ASSESSMENT INVESTIGATION</p>			<p>Spirit thermometers Cameras or tablets PowerPoint Slide11</p> <p>Upthrust Density Floating Sink</p> <p>STEM Stem Activity-</p> <p>Investigation Exc Children use their observations and data to explain changes in the temperature of the water over time due the iceberg.</p> <p>Children to explain changes in the temperature of</p>
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		<p>to draw a circuit. Formulate a conclusion about the above</p> <p>Em. Children are able to describe what happened. They need support to explain what caused the changes.</p> <p>WS</p> <p>Em. Children can draw a picture of a circuit and name the components. Formulate a conclusion about the above</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Associate the</p>				<p>the water over time due to the iceberg.</p> <p>Formulate a conclusion</p> <p>Exp. Children describe what they have found out about their iceberg, they can talk about how the temperature of water changes over time due to the temperature of the iceberg.</p> <p>Children describe what they have found out about their iceberg. Include temperature of water and temperature of iceberg Formulate a conclusion</p>
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		<p>brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. Have the children</p> <p>INVESTIGATION</p> <p>Writing: Instructions</p>				<p>Em. Children describe how the iceberg changed.</p> <p>Children describe how the iceberg changed.</p> <p>Formulate a conclusion</p> <p>L.O. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>LO: To report and present findings from enquiries,</p>
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						<p>including conclusions</p> <p>LO: To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>INVESTIGATION</p>
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<p>Computing</p>	<p>Twinkl</p> <p>Year 6 Online Safety</p> <p>https://www.twinkl.co.uk/resource/tp2-i-230-planit-computing-year-6-online-safety-unit-pack</p>	<p>Twinkl</p> <p>Year 6 Spreadsheets</p> <p>https://www.twinkl.co.uk/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack</p>	<p>Twinkl</p> <p>Year 6 Online Safety</p> <p>https://www.twinkl.co.uk/resource/tp2-i-230-planit-computing-year-6-online-safety-unit-pack</p>	<p>Twinkl</p> <p>Year 6 Spreadsheets</p> <p>https://www.twinkl.co.uk/resource/tp2-i-041-new-planit-computing-year-6-spreadsheets-unit-pack</p>	<p>End of Year Multi Media Project</p>
<p>Art/Design & Technology</p>	<p>LO: To use perspective.</p> <ul style="list-style-type: none"> *Show chn Alfred Wallis' ship paintings - what is missing? Perspective. *Model/show perspective by drawing straight street going away from viewer. *Discuss how chn could use perspective in a similar way to Wallis to create artwork about the Windrush. What features of the scene are most important? What are less important? How does realistic perspective need to be added in order that the artwork 	<p>LO: To use pastel techniques to show water.</p> <ul style="list-style-type: none"> *Show chn some Lynda Kettle pastels (see her website - chn might be interested at how much they sell for, too!) *Discuss how she creates effective representations of water and sky - contrasting colours, merging colours. Give chn chance to try various techniques in sketchbooks <p>https://thevirtualinstructor.com/pastel-</p>	<p>Black History</p> <p>Use collage or sculpture to represent culture of study.</p> <p>International</p> <p>Use paint to represent culture of study.</p>		



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	<p>doesn't look too 'odd'?</p> <p>*Allow chn time to experiment in pencil in sketchbooks. Then use their sketches to create a watercolour scene. Can use light pencil marks to help.</p>	<p>tips.html is a useful guide for teachers).</p> <p>*Give chn a particular part of a river to represent using pastel. Concentrate on river - MA also to ensure an effective sky.</p>	
History	<p style="text-align: center;">Black History</p> <p><u>Black History</u> <u>The Journey to Britain</u> Study of the Windrush Generation starting with the Caribbean contribution to the British War effort, exploring the reasons for migrating to Britain and the expectations and realities of life in Britain. Book: Coming to England by Floella Benjamin</p>	<p><u>The Blitz & World War II</u> This unit provides children with the opportunity to look at the Second World War as an aspect of British history that extends pupils' chronological knowledge beyond 1066.</p> <p>This 8-part enquiry is useable in full or to use sections of as stand alone shorter enquiries. Pupils will be encouraged to examine different aspects of World War II including the Blitz and to make judgements about significance</p>	<p><u>Chronological Unit</u> <u>Numbers through time.</u> This is a challenging and rigorous, fun unit that will complement work carried out in Maths, but allows students to make links back into periods they have already studied, as well as carrying the chronology forward. In this unit, students will gain an understanding of the history of number and its importance to past societies as well as how those societies have helped to shape the development of number and mathematics. Through this history unit, designed to complement the mathematics curriculum, students will develop their understanding of the inter-connections between mathematics and history</p>



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Geography	<u>Imports and Exports in the 21st Century</u> <u>(Fair Trade)</u>		Earth Matters Block C Mountains Names of mountains, location, mountain ranges and how mountains are protected. Writing: Non-Chronological Report		International Studies Writing: Report on International country Art Outcome Sketches and notes of examples of selected culture's work. International art *Can select from a range of tools, develop a colour pallet and create a composition based on chosen culture. In sketchbooks, experimentation with mark-making, colour and composition. Outcome: an image showing all of the above. Writing: Non chronological report on country studied for 'International Week'	
PE	Games/Fitness	Dance	Gymnastics	Games/Fitness	Athletics	Striking/fielding
PSHE Growth Mindset	Citizenship TFL Talks	Anti- bullying Anti- bullying week	Safety	Health and Drugs Animals including Humans (Science)	Relationships Fair Play House	International Cultures International Week



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MFL French	<u>Rigolo 2 Unit 6</u> <ul style="list-style-type: none"> Vocabulary for homes Describing their home in sentences What others do in their homes 	<u>Rigolo 2 Unit 6</u> <ul style="list-style-type: none"> Drawing and describing home Listen and repeat sounds (u ou) for words they might hear Matching pictures to captions 	<u>Rigolo 2 Unit 10</u> <ul style="list-style-type: none"> Transport vocabulary Describe how they get places Listen to conversations and translate using known vocabulary. Class survey 	<u>Rigolo 2 Unit 10</u> <ul style="list-style-type: none"> Quick revision of using je vais + infinitive using the Presentation from Unit 5 Lesson 3. A class activity using on va + infinitive to build up a short text. Join in and sing songs 	<u>Rigolo 2 Unit 12</u> <ul style="list-style-type: none"> Revise transport vocabulary Distinguish and sort dialogue Use descriptive vocabulary Revise likes and dislikes 	<u>Rigolo 2 Unit 12</u> <ul style="list-style-type: none"> Reading and depicting Giving opinions Asking questions and giving responses Acting out Singing
Music	Optional Music Clubs run by specialist tutors from Newham Music: *Charanga VIP (Music Technology) *Instrumental tuition (violin/guitar) Singing assembly	Optional Music Clubs run by specialist tutors from Newham Music: *Charanga VIP (Music Technology) *Instrumental tuition (violin/guitar) Singing assembly	Optional Music Clubs run by specialist tutors from Newham Music: *Charanga VIP (Music Technology) *Instrumental tuition (violin/guitar) Singing assembly	Optional Music Clubs run by specialist tutors from Newham Music: *Charanga VIP (Music Technology) *Instrumental tuition (violin/guitar) Singing assembly	Optional Music Clubs run by specialist tutors from Newham Music: *Charanga VIP (Music Technology) *Instrumental tuition (violin/guitar) Singing assembly	Optional Music Clubs run by specialist tutors from Newham Music: *Charanga VIP (Music Technology) *Instrumental tuition (violin/guitar) Production preparation Singing assembly