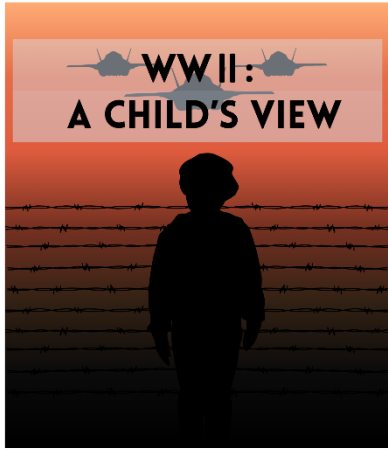


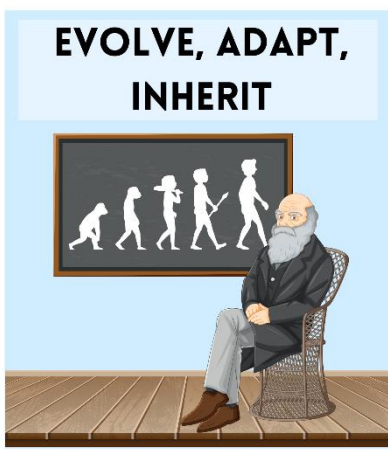

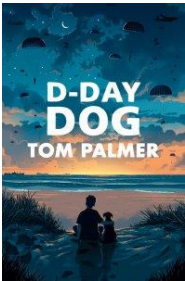

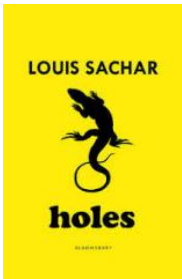
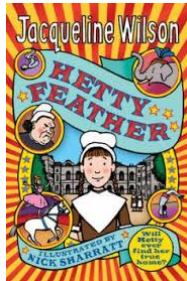
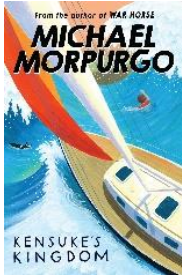
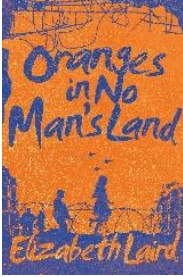


YEAR SIX CURRICULUM

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Project |  |  |  |  |  |  |
| Project focus | History | Science | Personal Development | History | Science | Geography and History |
| Breadth of Project | WWII through the eyes of a child. Key events including D-Day, The Blitz and The Battle of Britain | All about the heart, blood and circulation and it's importance in our lives as humans. | Relationships with others, resolving conflict, how the arts can impact the world | The Victorians, everyday life and Queen Victoria's reign | Evolution and inheritance, Darwin's discoveries and genetics | Movement of people and culture in our home city of Leeds |
| Core Texts |  |  |  |  |  |  |
| | D-Day Dog – Tom Palmer | Pig Heart Boy – Malorie Blackman | Holes – Louis Sachar | Hetty Feather – Jacqueline Wilson | Kensuke's Kingdom – Michael Morpurgo | Oranges in No Man's Land – Elizabeth Laird |
| Memorable Experience | Children arrive at school and each are given a label telling them which part of the United Kingdom they will be evacuated. Now/Press/Play WW2 evacuation | Children will dissect a heart and have a visit from a local surgeon. | Visit to the Leeds Art Gallery | Children will visit Leeds City Varieties Theatre during the final weeks of the project | Children will investigate a range of live and dead animal specimens Now/Press/Play Evolution | Visitor into school from the Chapeltown carnival |
| Visits and Visitors | Eden Camp Local charity group Tom Palmer Whitby trip | Local surgeon visitor | Visit to the Leeds Art Gallery East Street Arts visitors | Armley Mills Local Artists – East Street Arts (Screen printing or block printing) | Skelton Grange on site workshop | End of year celebration visit to West Leeds Activity centre |
| Community Links | Parents attend VE Day party Poppy Appeal with the local Royal Legion Links to local charities (Harvest) | Local surgeon visitor Local businesses support during BHF fundraiser | Leeds Art Gallery East Street Arts | Links with The Grand Theatre Parlour afternoon parents invited Burtons factory | Use of our school grounds including the pond Leeds Playhouse Theatre workshops | West Leeds Chapeltown carnival group |

SHAKESPEARE PRIMARY SCHOOL

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YEAR SIX CURRICULUM

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| <p>English</p> | <p>Reading Core Texts Non-Fiction World Wars, Children in the Second World War Fiction D-Day Dog</p> <p>Reading Skills Children will: - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. - learn a wider range of poetry to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Spelling Prefixes and suffixes Word endings (including _able/_ible and _ible/_ibly) Homophones Rare GPC's</p> <p>Grammar and punctuation Children will: - use present and past tense accurately - use expanded noun phrases to describe - Use figurative language in poetry - use complex sentences and commas for clarity - understand the different word classes within a sentence and their meaning - use pronouns to create cohesion in writing</p> <p>Writing genre and published pieces Diary entry - from our protagonist, Jack's, point of view alongside a diary of a child who experienced the Blitz Setting description - Contrasting the beach in the present-day Vs 1944 Omaha Beach Poetry - Blitz/Battle of Britain</p> | <p>Reading Core Texts Non-Fiction How the body works, Anatomy Fiction Pig Heart Boy</p> <p>Reading Skills Children will: - identify and discuss themes and conventions in and across a wide range of writing - distinguish between statements of fact and opinion - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Spelling Prefixes and suffixes Word endings (including _cious, _ous, _tious) Homophones Rare GPC's</p> <p>Grammar and punctuation Children will: - use modal verbs to persuade - use comparative conjunctions - use colons to introduce a list or explanation - use and punctuate accurately direct and indirect speech - use topic sentences - use relative pronouns and relative clauses - use semicolons to demarcate linked clauses - use subheadings/subtitles to provide cohesion in their writing - use punctuation (brackets, commas, dashes) to show parenthesis - use the active and passive voice - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Writing genre and published pieces Newspaper article - Cameron revealed in the press as the boy who has had the transplant Persuasive speech/debates - formal speech on blood donations in LS9 Biography - Fabrice Muamba (the footballer whose heart stopped for 78 minutes)</p> | <p>Reading Core Texts Non-Fiction The Art Book, Art: a children's encyclopedia, In my gallery (Series) Fiction Holes</p> <p>Reading Skills - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Spelling _ough Prefixes (inter_, audi_, _tion) Word endings (_tial, _cial) Homophones</p> <p>Grammar and punctuation Children will: - use and punctuate dialogue to advance the action - use adverbial sentence starters to provide cohesion in and across paragraphs - use 'verb, person' sentences to vary sentence openers - use apostrophes for contraction - use and understand the different sentence types - ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Writing genre and published pieces Narrative - Stanley's narrative as he's digging a hole in the heat of the desert Agony Aunt letters (formal and informal)</p> | <p>Reading Core Texts Non-Fiction Eyewitness: Victorians Fiction Hetty Feather</p> <p>Reading Skills Children will: - read books that are structured in different ways and read for a range of purposes - retrieve, record and present information from non-fiction - identify how language, structure and presentation contribute to meaning</p> <p>Spelling _ough Suffixes (_cian, _tian, _ssion) Word endings (_tial, _cial) Homophones</p> <p>Grammar and punctuation Children will: - use hyperbole to convey character's emotions - use imperative verbs - use subordinate clauses - use determiners effectively to clarify the focus of the noun</p> <p>Writing genre and published pieces Prologue – from the point of Hetty's mum Comparative text - Life as a Victorian school child</p> | <p>Reading Core Texts Non-Fiction Words that changed the world: Charles Darwin's 'On the Origin of Species' Fiction Kensuke's Kingdom</p> <p>Reading Skills Children will: - identify and explain how meaning is enhanced through choice of words and phrases - identify and explain how narrative content is related and contributes to meaning as a whole</p> <p>Spelling Rare GPC's from 5/6 word list Word endings (_ant, _ance, _ent, _ence,) Homophones and near homophones</p> <p>Grammar and punctuation Children will: - use dashes for dramatic emphasis - use ellipsis to stop the reader - use apostrophe for possession - using the present perfect form of verbs in contrast to the past tense</p> <p>Writing genre and published pieces Suspense Narrative – Michael on the boat capsizing Persuasive Text – persuading about the importance of protecting our rainforests</p> | <p>Reading Core Texts Non-Fiction Children's history of Leeds, Celebrate! 50 years of Leeds West Indian Carnival Fiction Oranges in No-Man's Land</p> <p>Reading Skills Children will: - increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - provide reasoned justifications for their views.</p> <p>Spelling Homophones Silent letters Suffixes and root words</p> <p>Grammar and punctuation Children will: - use comparative conjunctions - use conditional phrases</p> <p>Writing genre and published pieces Discussion text - 'Should Ayesha travel across No Man's Land?' Letter to myself in 10 years time</p> |
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| Maths | <p>Place Value: up to 10,000,000</p> <p>Addition, Subtraction, Multiplication, Division: Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division,</p> <p>Multiplication and division Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> | <p>Fractions Add and subtract fractions from fractions and wholes. Multiply proper fractions and mixed numbers by whole numbers. Find fractions of an amount</p> <p>Measurement – Converting measures Metric measures to imperial and converting between metric measures.</p> | <p>Decimals, Fractions and Percentages Read, write, order and compare numbers with up to three decimal places. Multiply and divide decimals.</p> <p>Algebra Function machines, formulae and multi-step problems.</p> <p>Ratio Language around ratio, calculating ratios and scale factors and introducing problems</p> | <p>Decimals, Fractions and Percentages Converting between the three. Percentages of an amount.</p> <p>Measurement: Converting units Perimeter, Area and Volume Measure and calculate the perimeter and area of composite rectilinear shapes in cm and m, cm² and m²</p> <p>Statistics Read, interpret and draw line graphs. Pie charts and finding the mean value</p> | <p>Geometry – Property of shape Measuring with a protractor, finding angles, drawing nets of 3D shapes</p> <p>Geometry – Direction and Position The first quadrant, the four quadrants, translations and reflections</p> | <p>Reading and understanding timetables Problem solving involving measurement:</p> <p>Entrepreneurship challenges Set up a business to develop an understanding of profits, costs etc.</p> |
| Science | <p>Light Children will: 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 why shadows have the same shape as the objects that cast them</p> | <p>Human Circulatory System, measuring heart rate and lifestyle effects Children will: 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</p> | <p>Animals including Humans Children will: recognise the damaging effect drugs can have on the body.</p> | <p>Electricity Children will: Associate the 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</p> | <p>Evolution and Inheritance. Children will: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Living things and their habitats Children will: learn how animals are adapted to their habitats. Explore natural and artificial selection and understand the Theory of Evolution.</p> | <p>Evolution and inheritance Children will: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>RSE Children will: learn how their body will, and emotions may, change as they approach and move through puberty; about human reproduction; to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage; to recognise what constitutes positive healthy relationships and develop the skills to form them</p> <p>Living things and their habitats: Classification Children will: give reasons for classifying plants and animals based on specific characteristics</p> |
| History | <p>A Child's War Children will: - learn about what happened to children during World War Two across the UK and why. - learn about which countries were at war and the reasons why, as well as looking specifically at the life of children during key events including The Blitz, The Battle of Britain and D-Day. - explore the role that women played on the war efforts and how this changed societies views of the role of each gender.</p> | | | <p>Industrial Revolution Children will: - learn about the Victorian era, its history as an age of technological progress and invention, machines and factories, magnificent buildings and new ideas. - explore how, during Victoria's reign, Britain's empire expanded rapidly, and wealthy businessmen and the government exploited natural resources and people from countries across the world. - look specifically at how Leeds changed from a small town to a large manufacturing city and the expansion of Trade unions/Luddites became more prominent.</p> | <p>Darwin Delights Significant Individuals – Charles Darwin Children will: - learn how Darwin came to be part of the colonialist scientific expedition on HMS Beagle and why it was so significant to his theory of evolution. - explore how colonialism and colonial expeditions that Darwin was a part of had an impact upon the wider world.</p> | <p>Coming to Leeds Children will: - explore reasons why people decided to move to Leeds and settle here - discuss how the arrival of these groups coincided with changes which occurred in our city. - Investigate the rich history of our local area and explore the ways different communities celebrate this.</p> |
| Geography | | <p>Children will: Locate Africa on a map and identify its countries. Accurately use 6 figure grid references. Explain scale and use maps with a range of scales. Recognise key symbols used on ordnance survey maps Use the eight points of a compass with 6 figure grid references, symbols and keys on an Ordnance Survey map Use maps/atlasses/globes/digital mapping to</p> | <p>Children will: Create sketch maps and graphs when carrying out a field study. Compare our local climate to that of another area. Describe how Leeds has changed over time through migration, population increase, economic activity and cultural diversity Describe and understand key aspects of physical geography including: types of settlements and land use Describe the distribution of natural resources</p> | | <p>Children will: Identify the Prime/Greenwich Meridian and time zones (including day and night). Name the largest desert in the World. Explain how time zones work in the world and across South America. Understand geographical similarities and differences through the study of a region in South America. Describe, label and discuss the various biomes found in the world and specific to the continent of South America. -</p> | <p>Children will: Know that South America is a diverse continent with a variety of different climates, landscapes, human settlements and populations. Locate South America on a map and identify its countries.</p> |



YEAR SIX CURRICULUM

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| | | locate African and South American countries | including energy, food, minerals and water and understand which natural resources the UK have. | | Vegetation Belt Describe and understand biomes Plan a journey across the UK. | |
| Computing | <p>E safety:</p> <p>Is 'It's okay' really okay?</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. Autumn 1</p> <p>Data and Information: Children will create a quiz relating to WW1 using Google Forms. They will explore the different types of question styles and embed media and images into their quiz. They will explore searching effectively for information.</p> | <p>E safety:</p> <p>The evidence speaks for itself.</p> <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. Autumn 2</p> <p>Programming: Children will use Scratch to explore variables when designing and coding a game. They will create a scoring game linked to exercise and heart rates.</p> | <p>E safety:</p> <p>Scam Spotters</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). Spring 1</p> <p>Computing systems and networks: Children will explore how data is transferred by working collaboratively online. They will work online together to create a PowerPoint about a famous Artist and their artwork.</p> | <p>E safety:</p> <p>Toy Advert</p> <p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. Spring 2</p> <p>Programming: Children design and code a project that captures inputs from a physical device. Using Micro:bit, children will code a step counter, nightlight and games.</p> | <p>E safety:</p> <p>Age-related Content</p> <p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Summer 1</p> <p>Creating Media: Children will design and create a webpage, giving consideration to copyright, aesthetics and navigation. They will create a website using Google Sites about Darwin and his discoveries.</p> | <p>E safety:</p> <p>Search, reuse, reference</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p> <p>Data and information: Children will answer questions by using spreadsheets to organise and calculate data. They will use excel to organise and calculate data relating to the costs of an event to be held at school to celebrate the culture of Shakespeare School and the surrounding community.</p> |
| Art | <p>Sculpture - Modroc war figure Children will: - design and make a figure/object chosen from WW2 to depict in the media of Modroc.</p>  | <p>Drawing and painting -3D heart Children will: - create a 3D image of the human heart using graded pencils and acrylic ink.</p>  | | <p>Printing – Lino print Children will - look at the work of the artist, William Morris, making detailed sketches of his wallpapers and fabric prints then transferring them onto lino print blocks developing regular and irregular patterns.</p>  | <p>Year 6 S1 project - History of Art - Children will: work collaboratively to create an art presentation on a period of art history. It will include the artists involved who have changed and made a lasting impacted on the art world.</p> | <p>Painting- mood board Children will: - study the works of Jean-Michel Basquiat and create an inspired piece reflecting the African inspired pieces he created</p>  |



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| DT | | | Structures (Frame) Children will: - build a fit for purpose frame to present a range of artwork from across the year to present during their leavers’ assembly. | | Electrical Systems Using more complex switches and circuits (include programming, control and monitoring): Children will: - evaluate and design a security system using complex switches and CAD to protect an item that is important to them. | Cooking and nutrition Celebrating culture and seasonality (including cooking and nutrition requirements for KS2) Children will: - make a cooked meal for our Parent Voice to celebrate cultural diversity at SPS |
| Music | | Improvise and compose music for a range of purposes using the interrelated elements of music. Use and understand staff and other musical notation | Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Understand and explore how music is created, produced and communicated | | | Sing and play musical instruments with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts. |
| PE & Sport | Sports Hall Athletics Children will: learn each of the components that lead to inter and intra competitions Outdoor Adventurous Activity (OAA) Children will: Demonstrate the skills required to complete team building and orienteering tasks | Health Related Fitness Children will: understand the benefits of regular exercise, showing determination and resilience Tag Rugby Children will: develop their understanding of the attacking and defending principles of invasion games. Develop their understanding about how they use skills, strategies and tactics to outwit the opposition. | Basketball Children will: Show an understanding of all the techniques learned in order to play a game of basketball Gymnastics – Flight Children will: Link skills to perform actions and movements using a variety of equipment and resources Gymnastics - balance Children will: Use counterbalances and counter tensions working individually and then as a part of a team | Netball Children will: Develop from a skills-based approach to being able to play and officiate 5v5 netball games Dance Children will: focus on developing an idea or theme into dance choreography. work in pairs and groups using different choreographing tools to create dances have opportunities to choreograph, perform and provide feedback on dance. think about how to use movement to convey ideas, emotions, feelings and characters. show an awareness of keeping others safe and will have the opportunity to lead others through short warmups. | Cricket Children will: Learn to play and officiate the game of cricket and understand the scoring system required across different versions of the game Athletics Children will: develop a range of athletic skills and apply these within inter and intra competitions | Rounders Children will: apply consistent rounders rules in conditioned games and play small sided games using a standard rounders pitch layout Tennis Children will: develop their understanding of the principles of net and wall games. think about how they use skills, strategies and tactics to outwit the opposition. work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner. |
| RE | Judaism Key Question - How do Jews remember the Kings and Prophets in worship and life? Children will learn about the main beliefs of Judaism, Rabbis and Moses | Christianity Children will learn about the main beliefs of Christians and some of the different ways in which these are interpreted | Judaism/Christianity Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life | Islam/Christianity Children learn about what Christians believe about Jesus’ death and resurrection. Easter celebration and the story behind it | Humanism Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect | Buddhism Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities |
| PSHE | Mental health and emotional wellbeing Healthy Minds Strong Emotions Happiness: I have a good understanding of emotional wellbeing Puberty and changes to our body | Drug, alcohol and tobacco education Weighing up risk Keeping safe and managing risks Keeping safe out and about D-Side – Drug and Alcohol Awareness workshop D-Side – Social Media Awareness | Relationship and sex education Healthy Relationships Friends and Family Celebrating friendship – I can talk about how I will maintain positive relationships | Being the same/ being different Body image/social media – I can talk and listen in difficult discussions Feeling good and being me Self-Integrity: I can stay true to myself despite external pressures RSE – Puberty and Sex | Identity, society and equality Human Rights Solving problems Winning: what does it take? I can look after my mental health Alright Charlie | Relationship and sex education How a baby is made Life changes Moving on: I can talk about changes that I’m looking forward to FGM |
| Innovate and enrich | Children will hold a VE party Whitby, Poppy art, Poppy Appeal, Harvest Festival, Bikeability, | Children will hold a fundraising event to raise money for the British Heart Foundation | Invite East Street Arts to an art exhibit to judge a competition | Children will host a Victorian Parlour tea afternoon and invite their parents | Children will design a human of the future and present this to the Director of Leeds Festival of Ideas | End of year production Business Plan including prop design, marketing and hospitality |

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