

Robert Wilkinson Primary Academy - Year Six

	Cycle 1	Cycle Two	Cycle Three
Theme:	Lasting Legacies	Poles Apart	Be the Change
Ignition day	Cook School - What did the Ancient Egyptians eat?	Seven Worlds, One Planet (David Attenborough)	Each class to learn about a key character who changed the world and present to the rest of the year group at the end of the week
Celebration	Class Museums - homework projects. Invite another year group to come and visit plus SLT.	Shackleton Drama sketches (films)	End of year production and Graduation
Suggested texts:	<p>Secrets of a Sun King - Emma Carroll</p> <p>The Egyptian Cinderella - Shirley Climo</p> <p>Everything Ancient Egypt - Crispin Boyer (Nat Geo Kids)</p> <p>The Heart in the Bottle (linked to World Mental Health day)</p> <p>Story like the wind - <u>(Take one book)</u></p>	<p>Abi Elphinstone - Skysong</p> <p>William Grill - Shackleton's journey <u>(Take one book)</u></p> <p>On the Origin of Species - Sabina Radeva <u>(Take one book)</u></p> <p>The Story of Life - Katie Scott</p> <p>Dan Sewell - Forgotten Beasts</p> <p>The Promise - Nicola Davies</p> <p>The Lost Words - Robert Macfarlane</p>	<p>Wisp - Zana Fraillon and Graham Baker Smith</p> <p>I am not a label - Cerrie Burnell</p> <p>Cloud busting - Malorie Blackman <u>(Take one book)</u></p> <p>The Great Kapok Tree - Lynne Cherry</p>
Possible visitors / trips	Huntington Aspirations Fair (start of transition work)		Residential
Theme Week:	PSHE Global Goals launch week World Mental Health Day Anti-bullying week	Learning to Learn STEM Week	Learning to Learn / Arts Festival / Sports week
British Values	Launch British Values - week focus – democracy: the rule of law: individual liberty and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect and tolerance of those with different faiths and beliefs	Democracy, rule of law, individual liberty
PSHE	<p>Global Goals focus: Launch</p> <p>Families and friendships - attraction, partnerships and marriage/ gender identity / equality)</p> <p>Safe Relationships - Consent in different situations and managing pressure from peers</p> <p>Respecting ourselves and others - Expressing opinions and respecting others points of view</p>	<p>Belonging to a community - valuing diversity and challenging discrimination and stereotypes (BLM)</p> <p>Media literacy and digital resilience - Evaluating media sources and sharing things online, internet safety</p> <p>Money and Work - influences and attitudes to money and work and financial risks</p>	<p>Physical Health and Mental Wellbeing - Effects on mental health, managing change, loss and bereavement</p> <p>Growing and Changing - Human reproduction and birth, increasing independence, managing transitions and FGM</p>

			Keeping Safe - Keeping personal information safe, regulations and choices, drug use and the law/media
Creative Curriculum			
English:	<p>Reasons for Writing:</p> <p>Writing to Entertain: -Character descriptions -Setting descriptions -Retelling a story</p> <p>Writing to Inform: -Newspaper Articles -Instructions -Biographies</p>	<p>Reasons for Writing:</p> <p>Writing to Entertain: -Character descriptions -Setting descriptions -Narrative -Poetry</p> <p>Writing to Discuss: -Reports</p> <p>Writing to Inform: -Non chronological report</p>	<p>Reasons for Writing:</p> <p>Writing to Persuade: -Letters -One sided arguments (persuasive speech) -Adverts</p> <p>Writing to Entertain: -Narrative -Poetry</p>
History	<p><u>Ancient Egyptians</u></p> <p><u>Key Knowledge:</u></p> <ol style="list-style-type: none"> 1. Who were the Pharaohs and what was the hierarchy of Egyptian society? 2. What was the importance of the River Nile in Ancient Egyptian society? 3. What was the purpose of the pyramids in Ancient Egyptian civilization? 4. Who was Howard Carter and what did he discover? 5. What were the Ancient Egyptian beliefs and customs for the afterlife? 6. What impact did The Ancient Egyptians have on our society today? 		<p><u>Ancient Maya</u></p> <p><u>Key Knowledge:</u></p> <ol style="list-style-type: none"> 1. Where in the world do the Maya live? 2. How was the Mayan civilization rediscovered? 3. What were Mayan beliefs and customs about the afterlife and sacrifice? 4. What role did pok-a-tok play in Mayan society? 5. What does Chichen Itza tell us about the ancient Mayan civilisations? 6. How did the Maya civilization end?
Geography	<p>2. What was the importance of the River Nile in Ancient Egyptian society?</p> <p><u>Human Geography:</u> Types of settlement and land use and the distribution of natural resources, including food, minerals and water.</p> <p><u>Geographical Skills and Fieldwork:</u></p>	<p><u>The race to the pole</u> <u>Shackleton and his journey</u></p> <p>Starting with previous learning, children will revisit, Continents and countries (Quizziz) answering important questions such as ‘where is Antarctica?’ , ‘What is it made of?’</p>	

	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Human and physical features of geography will be used to assess time zones, longitude and latitude, climates and seasons across the globe. Children will draw up similarities and differences of areas of study and the physical features different communities share. Map work - mapping the journey of Shackleton. To continue, children will make simple links between climate and vegetation biomes of the two areas.	
RE:	History link - Life & death in religion (link to Ancient Egyptian beliefs about the afterlife).	What is more important in religion: art and architecture or charity and generosity?	What matters most to Humanists and Christians?
STEM			
Maths:	<p>Number:</p> <ul style="list-style-type: none"> * Place Value - children will understand: composition of numbers up to and including 7-digits; rounding to a given number; negative numbers in context with difference problems; understanding of each digit up to 3 decimal places * Addition and Subtraction - children will understand: mental strategies; column addition; column subtraction * Multiplication and Division - children will understand: mental strategies; short and long multiplication; short and long division, including remainders; order of operations; common factors, multiples and prime 	<p>Number:</p> <ul style="list-style-type: none"> * Ratio and Proportion - children will understand: scaling using multiplication; comparing relative size of two objects; percentage of amounts; problem solving * Algebra - children will understand: using simple formulae; generating and describing number sequences; expressing missing number problems <p>Fractions:</p> <ul style="list-style-type: none"> - children will understand: simplifying fractions; ordering and comparing fractions, including with decimals and percentages; adding and subtracting fractions, including mixed numbers; multiplying and dividing fractions; fraction and decimal equivalents <p>Measure:</p> <ul style="list-style-type: none"> - children will understand: converting between a wide variety of metric and imperial measurements, with place value up to 3 decimal places; area and perimeter - recognising patterns; using formulae to calculate area and volume; calculating, estimating and comparing volume; problem solving 	<p>Geometry:</p> <ul style="list-style-type: none"> * Shape - children will understand: 2D and 3D shapes, including recognising properties, building using nets and identifying angles; comparing and classifying geometric shapes; identifying different measurements of a circle; recognising and calculating various angles, including straight line * Position and Direction - children will understand: describing the position of a shape on all 4 quadrants; drawing and translating shapes on all 4 quadrants; reflecting shapes on all 4 quadrants <p>Statistics:</p> <ul style="list-style-type: none"> - children will understand: calculating and interpreting mean as an average; interpreting and constructing pie charts and line graphs; problem solving <p>Revision of Year 6 curriculum</p> <ul style="list-style-type: none"> - children will: address learning misconceptions; problem solve relating to the wider world; apply Maths reasoning skills
Science (x2):	<p><u>Electricity;</u></p> <p>Children will use the correct scientific symbols for electric components to draw circuit diagrams. They will also investigate how components can be changed to make a bulb brighter or a motor spin more quickly- making and recording observations and drawing conclusions</p>	<p><u>Evolution and Inheritance;</u></p> <p>Children will investigate and explore what information paleontologists get from fossils and look at different types of fossils- even making their own 'mould and cast' fossils using haribo sweets and bread!</p>	<p><u>Heart, circulation and Health</u></p> <p>Children will learn about the circulatory system (Heart, blood vessels and blood) and investigate how different aspects of lifestyle can affect our health (drugs, smoking, exercise)- through researching and collecting and recording evidence.</p>

	<p><u>Light</u></p> <p>Children will explore and investigate how light travels and develop an understanding of how we see things.</p> <p>Children will use shadow puppets to investigate and spot patterns in how and why shadows change shape and size.</p>	<p>Children will learn about Charles Darwin and his theory of evolution and natural selection. They will explore how plants and animals adapt to suit their environment- designing their own species of plant or animal which must be adapted to live in a given environment.</p> <p>Children will explore similarities and differences in their characteristics and learn how some characteristics are inherited from their parents- whereas some are learned or acquired behaviours.</p> <p><u>Classification of living things</u></p> <p>Children will find out about the work of Carl Linnaeus and learn the characteristics that allow us to classify and sort the vertebrates into different family groups. They will have the opportunity to use and create their own classification keys.</p>	
DT	<p>Electrical Systems - Monitoring and Control Design and Make Challenge: Children will design, make and evaluate an electronic cycle or scooter alarm system that works automatically in response to changes in the environment using a computer control program. Children will investigate relevant products, sensors and a range of switches to inform their own designs. Explore a range of electrical systems that could be used to control their product (these could include a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch, parallel circuits where two output devices are controlled independently by two separate switches. Children will use related learning from computing to write and modify computer control programs that include inputs, outputs and decision making and test these out using electrical components</p>	<p>Structures - Frame Structures Design and Make Challenge: Children will design, construct and evaluate a shelter for an Antarctic explorer, incorporating features to make their structure stable (linked to Shackleton’s Antarctic Hut). They will investigate a range of portable and permanent frame structures to inform their own designs and select appropriate materials and joining techniques for the purpose. Children will cut accurately and safely to a marked line as well as join and combine materials with temporary, fixed or moving joinings.</p>	<p>Mechanical Systems Design and Make Challenge: Children will design, make and evaluate a toy incorporating a cam mechanism to create movement. Children will build frameworks using a range of materials e.g. wood, card, plastic to support mechanisms and will use the terms: rotary, linear, reciprocating to describe the motion. Children will learn how to use a hand drill and a bradawl safely. They will choose and use appropriate joining techniques, considering the need for the product to have a quality finish.</p> <p>Cooking and Nutrition Cook school Cook School - Afternoon tea celebration with hot chocolate tasting! (Maya Link)</p> <p>Structures/Textiles Props and costumes for the Year 6 production</p>

	<p>connected to microcontrollers, interface boxes or standalone boxes.</p> <p>Cooking and Nutrition Class cook school - link to Egyptians</p>		
<p>Computers:</p>	<p>Digital Literacy Children will learn how to use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p> <p>Information Technology Children will learn about computers in the past, present and future.</p> <p>Children will use publishing software to create a website.</p>	<p>Information Technology Children will use a virtual reality design program to create a virtual reality environment.</p> <p>Children will use google slides to create an icon.</p> <p>Children will edit images using an online editor.</p>	<p>Control Systems Children will learn about programming through using Scratch, Crumble, Python and HTML.</p>
Wider Curriculum			
<p>Art:</p>	<p><u>Drawing & Painting</u> Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Identity art Describe, interpret and explain the work, ideas and working practices of Ancient Egyptian craftspeople and artists taking account of the influence of the different historical, cultural and social contexts in which they worked. (Tomb art) Explain why I have chosen different techniques, choice of colours and methods of application (Egyptian portraits using Egyptian colour palette).</p> <p><u>3D</u> Use both visual and tactile elements to my models - canopic jars.</p>	<p><u>Collage</u> Francis Hatch (mixed media collages)</p> <p>Discuss the artist's intention and reflect upon your response. combine pattern, tone and shape within my collage. explain my choices of materials I have chosen investigate how materials and medium act, to help develop ideas.</p>	<p>Art for the exhibition - linked to culture week.</p> <p><u>Textiles</u> Sewing cushions - personality</p>

Spanish:	<p>En mi barrio (In my neighbourhood)</p> <p><u>Speaking</u> Describe your own locality, the places</p> <p><u>Listening</u> Listen to other other speakers describing a locality and pick out the main points</p> <p><u>Reading</u> Read aloud with good expression, intonation and pronunciation</p> <p><u>Writing</u> Write a short paragraph describing your own locality, using a range of sentence types, adjectives and connectives</p> <p><u>Grammar</u> Select correct adjective, checking for agreement with noun</p>	<p>Los verbos (verbs)</p> <p><u>Speaking</u> Take part in a role play</p> <p><u>Listening</u> Take part in a role play. Listen to and join in with a song with more complex language</p> <p><u>Reading</u> Read and understand the main points and some detail from a text describing what you can do.</p> <p><u>Writing</u> Manipulate elements in a sentence. Extending sentences using adverbials</p> <p><u>Grammar</u> Conjugate regular verbs in present tense.</p>	<p>Las Fiestas de España</p> <p><u>Intercultural Understanding</u> Discuss similarities and differences between cultures; how and why we celebrate; attitudes towards celebrations; recognising that our own viewpoint is not neutral.</p> <p><u>Listening and Reading</u> Read and listen to descriptions of the activities that take place at fiestas.</p> <p><u>Speaking and Writing</u> Create an information poster about a fiesta, including text boxes and captions to describe the events there.</p>
PE: (x4)	<p>Football & Hockey (attacking and defending)</p> <p>Gymnastics x 2</p>	<p>Throwing and Catching games (e.g. Netball, Basketball) Fitness circuits and OAA</p> <p>Dance & Touch Rugby</p>	<p>Tennis, Rounders</p> <p>Cricket & Athletics/Sports Day Prep</p>
Music:	<p>Chords, metre, the stave. Tuned percussion. Creating an accompaniment, chords & triads. Christmas Music and Pitched notation.</p>	<p>Form & Structure, Cantata</p>	<p>Folk Music - Aural Tradition, Sequence, metre, phrase</p>