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When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Amazing Americas		Mysterious Mayans		Invaders and Settlers	
Science	<p>Living things</p> <ul style="list-style-type: none"> - exploring conditions for life and what makes something 'alive' and 'not alive'. - grouping trees based on features of their leaves. Introducing classification keys to explore local environment and identify different trees and collect data. - Building on previous lesson and beginning to group animals introducing key terminology vertebrate, invertebrate, mammal, reptile, birds, fish, insects etc. sorting into groups. - exploring classification keys and creating own. - exploring microorganisms. Observing fungi and drawing observations. Finding out about harmful and helpful 	<p>Animals including humans</p> <ul style="list-style-type: none"> - learn about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma. - Create an information text on the human circulatory system using what they have learned. - explaining how the human heart works and creating their own diagram, showing how blood is pumped around the body. - describe the functions of red blood cells, white blood cells, platelets and plasma, and create a pie chart showing the percentage of each component by volume in a typical sample of blood. Making their own 'blood' representing the different components. 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> - Understanding adaptation in plants. Looking at key features of different environments. Describing how some plants are adapted to their environment. - explaining how some animals are adapted to their environment. - learning that over time, the process of natural selection can cause a range of beneficial traits (adaptations) to build up in a population. Explaining the survival advantage that they provide. Researching their own animal and creating a fact file 	<p>Electricity</p> <ul style="list-style-type: none"> - constructing and drawing simple series circuits using scientific symbols. - Children look at circuit diagrams and predict how bright the bulbs will be in each circuit. Using simple apparatus, they construct the circuits shown in the diagrams and test their predictions. - Children focus on which components make a circuit work. Investigating their own scientific questions and drawing conclusions from their investigations. - finding out about renewable and non-renewable 	<p>Light</p> <ul style="list-style-type: none"> - identifying light sources and explaining how light travels. - investigating reflective materials - finding out about how the human eye works and creating and labelling their own diagram of a human eye. - Children investigate what happens to its shadow when an object is moved towards a light source. They predict and then measure the width of an object's shadow at different distances from the light source. Children record their information in a table and use it to 	

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	<p>microorganisms. Researching different types of microorganisms and making notes.</p> <ul style="list-style-type: none"> - investigating mould. <p>Exploring how to create a fair test and choosing variables to investigate the conditions which help mould to grow.</p> <ul style="list-style-type: none"> - observing mould development over a series of days and making notes about the changes they observe. - finding out about the life and work of karl Linnaeus and using the Linnaean system to classify living things. 	<ul style="list-style-type: none"> - learning to measure their heart rate in beats per minute (bpm) by taking their radial pulse. They take and record their resting heart rate, then perform a vigorous exercise and measure their heart rate afterwards at an interval of 1 minute for 8 minutes. Children record their results in a table and transfer them to a line graph. Children interpret their results, discussing how their heart rate changed over time and why. - Children learn about the short and long-term effects of alcohol consumption. - Children discuss why people drink alcohol if it has negative health effects. - Children carry out a survey, using a tally chart to find out the worst side effect of smoking. 	<p>about their adaptations.</p> <ul style="list-style-type: none"> - finding out about the life and work of Charles Darwin. - exploring natural selection and how this process changes a population over time. - Investigation into 'Darin's finches' examining different birds beaks and how the birds have adapted to the environment. Children make predictions about which 'beaks' might be the best for picking up 'seeds' and completing a fair test to explore their ideas. - finding out about the work of Mary Anning and her work with fossils. Learning about how fossils are 	<p>energy and creating information texts explaining the differences.</p>	<p>create a line graph. They attempt to explain the relationship between distance and shadow width.</p> <ul style="list-style-type: none"> - Children learn how mirrors work and learn that light travels in straight lines and can be made to follow a path by placing mirrors in its path. Solving problems using mirrors. 	
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		<ul style="list-style-type: none"> - Children learn about the many benefits of physical exercise, and identify some aerobic exercises. Children carry out a survey, identifying the most popular forms of exercise in their class or school. They identify the most popular forms of exercise and suggest ways in which they can be promoted in school. 	formed and what they can tell us.			
Reading	<p>'The Explorer' class text for discussion read Comprehension lessons covering fiction and non-fiction linked to theme.</p> <p>Reading Plus</p>		Discussion Read 'The Curse of the Maya' Comprehensions linked to theme.		Discussion read 'Viking Boy' Comprehension mixed fiction and nonfiction linked to theme.	
Writing	<p>Writing argument and discussion texts about the building of the paper mill.</p> <ul style="list-style-type: none"> -Debate as 'hook' after learning about the Jari project in the Amazon. Taking on roles 'for' and 'against'. - researching deforestation and its 	<p>Non-chronological reports on animals 'Deadly 60'</p> <ul style="list-style-type: none"> - watching 'Deadly 60' as 'hook' -Developing sentence types such as '2a' sentences, 'imagine if' sentences, 'de:de' sentences and semi colon lists to describe a deadly animal. 	<p>Newspaper report about a Maya sacrifice.</p> <ul style="list-style-type: none"> -drama 'hook' where children re-enact a Mayan sacrifice - video clip and stills of a Mayan sacrifice to order and make notes 	<p>Maya adventure story</p> <ul style="list-style-type: none"> - 'hook' designing and creating a Maya headdress to use as a prop for pieces of writing. - reading model text and identifying 	<p>Letters from Lindisfarne</p> <ul style="list-style-type: none"> - 'hook' drama and song (role on the wall, freeze frames, conscience alley). -researching the events of the raid on Lindisfarne. - exploring WAGOLLS of 	<p>Short writing opportunities and editing and improving pieces for end of year moderation.</p> <p>Character descriptions 'Grendel'</p> <ul style="list-style-type: none"> - Reading 'Beowulf' Michael

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	<p>effects on the environment.</p> <ul style="list-style-type: none"> - exploring argument model texts, identifying features and understanding the purpose. - writing a balanced argument using their notes, research and key points from the hook. - editing work using editing stations and peer assessment to make purposeful edits and up levelling vocabulary, punctuation and grammar. - presenting their final draft in pink books. 	<p>Exploring the features of an explanation text and reading model text examples.</p> <ul style="list-style-type: none"> - Developing and understanding of simile and metaphor - Sharing examples of sentence types and wider paragraphs using appropriate intonation and tone so that meaning is clear. - creating their own deadly animal and writing their own report. - editing using editing stations and peer assessment to improve their pieces and make meaningful edits to spellings, punctuation, grammar and vocabulary. - presenting their piece in the style of a double page spread. 	<ul style="list-style-type: none"> - using flow charts to understand the order of events - examining features of a newspaper report and identifying in a WAGOLL. - exploring the use and effect of journalistic language and applying to their own pieces of work. - developing use of direct and indirect speech and the purpose of this in a newspaper report. - examining and creating newspaper headlines using pun, alliteration or questions - writing their own newspaper articles, using 	<p>features and finding examples.</p> <ul style="list-style-type: none"> - creating a flow chart to plan events in the story. - writing setting descriptions of the rainforest using DADWAVERS technique. - writing their own Maya adventure stories - peer assessment and editing stations to make purposeful edits to their piece. - presenting final drafts in pink books. 	<p>letters and identifying the features.</p> <ul style="list-style-type: none"> - planning letters using video clip and making notes before, during and after the attack. - learning about formal an informal language, including subjective form. - writing their own letters in a role describing the attack on Lindisfarne monastery. - editing using editing stations and peer assessment to improve spellings, punctuation, grammar and vocabulary. - presenting in pink book. 	<p>Morpurgo. Taking sections of the text and using to imagine the beast and drawing/labelling.</p> <ul style="list-style-type: none"> - reading model texts and highlighting key features of a character description. - developing vocabulary word banks to describe character's appearance and movements. - Developing sentence types to describe appearance and movement 2A sentences, metaphor, simile, show not tell. - writing paragraphs to describe character of Grendel. - editing using editing stations
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			<p>notes and flow charts.</p> <ul style="list-style-type: none"> - editing and improving their pieces using peer assessment editing stations. - presenting final drafts in pink books. 			<p>and peer assessment</p> <ul style="list-style-type: none"> - to improve spellings, punctuation, grammar and vocabulary. - presenting in pink book.
Spelling	<ul style="list-style-type: none"> Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check 'shape' spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and word level activities. 	<p>Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check 'shape' spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and word level activities.</p>	<p>Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check 'shape' spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and</p>	<p>Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check 'shape' spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and</p>	<p>Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check 'shape' spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and</p>	<p>Children will be taught a range of spelling rules, practising their spellings through handwriting activities; spelling strategies lessons (including look. Say cover write, check 'shape' spellings, writing in different colours, mnemonics, etymology); dictionary definition work; word searches; application of spellings in sentences and</p>

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	word searches; application of spellings in sentences and word level activities.		word level activities.	word level activities.	word level activities.	word level activities.
Maths	<p>Place Value</p> <ul style="list-style-type: none"> -Developing an understanding of ways to represent numbers in models (e.g. bar modelling, place value charts, partitioning, part whole models) -Reading and writing numbers -Understanding place value in numbers to 1,00,000 -Estimating numbers on number lines and empty number lines. -Rounding numbers -Applying knowledge to a range of reasoning and problem solving questions <p>Addition and subtraction</p> <ul style="list-style-type: none"> -Mental strategies for addition, using a range of strategies when 	<p>Statistics</p> <ul style="list-style-type: none"> -Use data gathered in geography to construct tables and charts. -Analyse data and charts and answer questions involving comparison, sum and difference. <p>Multiplication and division</p> <ul style="list-style-type: none"> -understand and identify multiples, factors and prime numbers. -develop fluency in written methods for multiplication and division -solve problems involving multiplication and division. 	<p>Area and Perimeter</p> <ul style="list-style-type: none"> -revisit methods for finding area and perimeter of rectilinear shapes -find area and perimeter using measurements given -identify missing measurements - calculate the area and perimeter of triangles, parallelograms -investigate shapes with the same areas but different perimeters <p>fractions</p> <ul style="list-style-type: none"> -revise key vocabulary 	<p>Measuring</p> <ul style="list-style-type: none"> - recognise, read and write all metric measures for length, mass and capacity. - developing estimation skills in a context. - convert metric measures of length and mass. Children convert between both ways e.g. metres to centimetres and vice versa. - apply conversion skills to solve measurement problems in a context. Use pictorial representations such as bar models and 	<p>Statistics</p> <ul style="list-style-type: none"> - explore simple line graphs and information that can be gathered from them. - draw line graphs accurately using given information. - explore dual bar graphs and explore the different information that can be gathered from them. - recognise the importance of a key. - look at simple pie charts to identify the greatest and least amounts. - looking at the total number represented in a 	<p>Problem solving and consolidation activities</p>

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	<p>playing maths games and solving problems</p> <ul style="list-style-type: none"> -Column addition/subtraction involving numbers over 4 digits involving carrying/borrowing. -Missing number problems with reasoning questions -Developing vocabulary through application to real life problems. 	<ul style="list-style-type: none"> -solve problems involving all 4 operations -develop understanding of vocabulary and strategies for problem solving 	<ul style="list-style-type: none"> -revisit equivalent fractions -use a range of resources to compare and order fractions - solve reasoning and problems involving equivalent fractions - add and subtract fractions with different denominators -convert mixed numbers to improper fractions and vice versa -add and subtract mixed numbers -multiply and divide fractions by integers -multiply and divide fractions by fractions -solve problems involving fractions <p>Decimals</p>	<p>number lines to support them and apply their knowledge of the four operations.</p> <ul style="list-style-type: none"> - develop an understanding of miles and kilometres and explore the relationship between the two. - Children learn that one mile is a greater distance than 1km and that 5 miles is approximately equivalent to 8km. - Children need to know that the symbol “\approx” means “is approximately equal to”. - Explore imperial measures and the relationship between metric and imperial. - Children learn approximate 	<p>pie chart to work out what each part is worth.</p> <ul style="list-style-type: none"> - introduce children to pie charts with percentages, knowing the whole is worth 100%. - using percentage knowledge to work out other values. - solve problems involving data <p>Shape</p> <ul style="list-style-type: none"> - recapping types of angles. - using protractors to measure angles - using estimation as a checking strategy. - calculate missing angles within a right angle. - revisit angles on a straight line and around a point. 	
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			<ul style="list-style-type: none"> - understand place value in numbers with up to 3 decimal places -multiply and divide decimal numbers by 10, 100 and 1000 -multiply and divide decimals by integers -compare decimal and fraction equivalents. <p>Percentages</p> <ul style="list-style-type: none"> -identify fractions and percentages of amounts -solve problems involving fractions and percentages 	<p>conversion facts e.g. 1 inch \approx 2.5cm</p> <ul style="list-style-type: none"> - solve problems involving conversions and apply their knowledge of conversion facts. <p>Ratio</p> <ul style="list-style-type: none"> - Children are introduced to the idea of ratio representing a multiplicative relationship between two amounts. <p>Children see how one value is related to another by making simple comparisons, such as: "For every 2 blue counters, there are 3 red counters."</p> <ul style="list-style-type: none"> - introduce the colon to compare the relationship 	<ul style="list-style-type: none"> - understand what vertically opposite angles are. - understand that vertically opposite angles are formed when two straight lines cross, and if either of the lines are not straight, then the angles formed are not vertically opposite. - calculate angles in a triangle including missing angles. - explore angles in different quadrilaterals. - explore angles in other polygons - develop their knowledge of circles, understanding the terms diameter, radius and circumference. - explore nets of 3d shapes, 	
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				<p>between multiplicative values.</p> <ul style="list-style-type: none"> - explore the similarities and differences between ratio and fractions. - solve problems involving ratio. 	<p>focussing on practical exploration of cube nets.</p> <ul style="list-style-type: none"> - solve problems involving shape. 	
SPaG	Planned from assessments based on SPaG tracker					
Geography	<ul style="list-style-type: none"> - Discussing and comparing a range of maps of our local area (including OS maps, google maps, maps from the past) - Identifying human and physical features of our local area - Drawing sketch maps of our local area (field work) - Fieldwork/surveys about our local area and present their findings - Learning about the countries in South America, using atlases to identify countries, rivers and mountains - Learn about Brazil and find out physical and human features of Rio De Janeiro - Compare Rio to Atherton - Learn about the Amazon as a biome 					

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	- Find out about the climate of South America.					
Art	<ul style="list-style-type: none"> -Developing sketching techniques through use of different grades of pencil, use of charcoals and graphite -Discussing and experimenting with shade, tone and texture in drawings -Sketching animals -Using digital images to experiment with reflective drawings -Combining sketching materials and colour to create effect on paper. 		<ul style="list-style-type: none"> - using question grid to develop questions about a range of pictures and Maya art replicas. - Collecting information and examples of Maya art for sketch books - Design and make Mayan tiles using clay and a range of tools to add shapes including coils and texture. Using joins and slips to add 3d effects. - using paint to add detail. - Evaluating own and other's pieces 		<ul style="list-style-type: none"> - collecting information and examples of Viking art and patterns for sketch books. Giving opinions of what they like/dislike about pieces of artwork and considering materials and tools which may have been used to create the pieces. - creating effects with paint and collage to build a sea-scape. - using pastels and water colours to experiment with colour and gradients in sketch books before applying to final piece. - sketching and drawing dragon boat figure heads. 	

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					- Evaluating own and other's pieces
History			<p>The Maya</p> <ul style="list-style-type: none"> - 'frame a picture' of ruins of a Mayan temple and make predictions about what may have happened there - learn about the conquistadors and their discovers - write a diary in the role of a conquistador - revise terms 'primary and secondary sources' and evaluate the reliability of different sources - researching an aspect of Mayan life using primary and secondary sources of evidence e.g. food, daily life etc. and present it to the class. 		<p>The Vikings</p> <ul style="list-style-type: none"> - Describing why, where and when the Anglo-Saxons and Scots invaded Britain. Using an atlas to find out where invaders came from and where they settled in Britain. Naming the 7 Anglo-Saxon kingdoms. - Finding out about the Viking settlement of Britain and the impact on the Anglo-Saxons. Using texts to create a timeline of events which explain how Danelaw was established and researching Alfred the Great. - Exploring what life was like for Vikings in Britain and discovering what was similar and different for Vikings and Anglo-Saxons at this time. Sorting statements into a Venn diagram. Using the Jorvik archives website to examine primary sources of evidence. Sketching artefacts and considering what they teach us about the people living on Coppergate at that time. - finding out how and when England became a unified country. Researching and answering the historical question 'How did England become a unified country under one single Viking king?' - finding out about the end of the Viking and Anglo Saxon era in England.

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					Researching William the conqueror and the Battle of Hastings.	
D.T.		<p>Cooking 'Empanadas'</p> <ul style="list-style-type: none"> -Skill focus of how to make 'rough puff' pastry -Developing knowledge of existing products and tasting a range of savoury pastry dishes -Developing knowledge of hygiene practices through discussions with school cook. -Designing and making their own product to be sold at a carnival -Developing knowledge of food packaging and designing their own. 	<p>Research, design and make a Valentine's day product</p> <ul style="list-style-type: none"> -skill focus of how to 'code' a microbit (see Computing) -design a product which incorporates a microbit -evaluate the product against a success criteria 			<p>Research, design and make a Viking inspired catapult.</p> <ul style="list-style-type: none"> -skill focus of how to make a lever. - design a product with a moving part which can hold and launch a projectile. - testing projectiles and making changes based on a range of tests. - evaluate the product against success criteria and judged against other catapults when measuring and comparing the distances projectiles were launched.
Music	Musical Structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on

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French	<p><u>Inherited Characteristics</u></p> <p>Listening Match pictures people to descriptions</p> <p>Speaking -Guess Who; practise asking and answering questions - Give a short description of a person in the class for others to guess</p> <p>Reading - Read descriptions and colour the pictures accordingly.</p> <p>Writing - Write extended sentences with conjunctions to describe others physical appearance (mais, parce que, car, donc)</p> <p>Grammar - Manipulate adjectival agreements: make adjectives agree with the noun. - Compare sentence construction in French and English. - Use 1st and 3rd person singular of avoir/to have to describe hair and eye colour - Use 1st and 3rd person singular of être/to be to describe height</p> <p>Phonics 'eu' (yeux, cheveux, bleu) é, è, an, on, u, ille, th, ou, i - Use knowledge of sound-spelling links to work out pronunciation of new vocabulary.</p>	<p><u>La Classification des animaux</u></p> <p>Listening - Work out which animal is being described from spoken clues</p> <p>Speaking - Ask and answer questions about animals in terms of their movement, skin coverings and limbs etc. - Describe an animal (classification, size, colour, skin covering, movement. - Give short presentations on an example of an animal adaptation</p> <p>Reading - Reading comprehension on animal adaptations</p> <p>Writing - Write a description of your Christmas 'santon' (name, age, where live, job, physical description, clothes). - Create a decision tree to work out 5 different animals; Use 3 different question forms.</p> <p>Grammar - Understand and use 3 different ways of asking a question - Use 3rd person singular of common verbs to describe animals</p> <p>Phonics - Use knowledge of sound-spelling links to pronounce new vocabulary accurately.</p>	<p><u>Par une sombre nuit de tempête.</u></p> <p>Listening - Listen to the story 'Sombre Nuit' and make correct sound effects as they are mentioned.</p> <p>Speaking - Create a short dialogue based on the story - Describe the actions of the objects in the story</p> <p>Reading - Read and use the details from 'Sombre Nuit to reconstruct the story, arrange the sentences into the correct order. - Read extracts from the story aloud, focussing on pronunciation and expression.</p> <p>Writing - Create own version of the story, using the original text as a model and a dictionary to find unfamiliar words. - Create extended sentences using conjunctions to describe a particular object in the story behave in a certain way.</p> <p>Grammar - Use 'je vais + infinitive' to say what action the object is going to do.</p> <p>Phonics - Use knowledge of sound-spelling links to work out how to pronounce new vocabulary.</p>	<p><u>En Vacances</u></p> <p>Listening - Listen to the description of a beach scene and draw it.</p> <p>Speaking - Describing a picture of a beach scene.</p> <p>Reading - Read aloud the Maurice Carême poem 'La Mer est Partout.'</p> <p>Writing - Write sentences about plans for the summer holidays.</p> <p>Grammar - Use 'je vais + infinitive' to say something you are going to do in the summer holidays.</p> <p>Phonics age (plage) eau (seau, bateau) - Dictation: use knowledge of sound-spelling links to write simple, regular words accurately.</p>	

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<p>R.E.</p>	<p>Why, where and how do Hindus worship? Discuss the different roles we have (brother, sister, friend, son, grandson etc.) Give the pupils an outline of a human and fill it with all the different qualities they feel best represent their character. Introduce pupils to the Hindu idea of God. Show pictures of some of the Hindu gods/goddesses and discuss their most important characteristics. Discover the different qualities gods have in Hinduism. They can determine and discuss the merit of these qualities. Pupils can research a Hindu god/goddess. Encourage them to describe and explain the qualities the god/goddess has. Pupils can create an image of the god/goddess</p>	<p>Can religions help to build a fair world? -discuss fairness and unfairness. Link to P4C - explore 'fair' and 'unfair' statement cards. Sort and justify with reasons. Share. Look at the 'unfair' statements and ask to suggest what could make it more fair? - explore what some religions teach about justice. Have quotes from different religions. Which do they most agree with? Record and decorate their speech bubble. - research the work of Christian aid, Samaritans purse or Islamic relief. What do they do to stop the injustice of poverty? - look at the story of 'the good Samaritan' what does the phrase mean 'love thy neighbour?'</p>	<p>How are faith communities represented in the UK? - Looking at the countries which make up the UK. Looking at the distinctive features and traditions from each nation. Designing a UK flag representing all four nations. - discuss what it means to be British – link to British values and SRE. - research different faith groups represented in the UK. What are the top 6? Suggest why some are represented more than others? - find out about one of the 6 most</p>	<p>How do Christians follow Jesus? - looking at images of Christians in worship. As a group think of questions they would like to ask about the picture. Swap with another group and attempt to answer. - look at the job of a vicar or a priest – vocation – think about what the role of a vicar or priest would be over a week. - Look at the different books of the bible and their purpose. How might Christians use the bible? - give a Christian calendar and research some of the</p>	<p>Who has made a difference because of their beliefs? - Discuss term 'inspiration'. Who is inspirational to them? Why? - look at award winners from the Pride of Britain awards. What difference have they made? How are they changing peoples lives? - Research mother Theresa and what difference she made to the lives of others. What was life like living in India at that time? What did she do about it and which of the teachings of Jesus do her actions link to? Link with the commandment to 'Love your neighbour'.</p>	<p>Why do some people believe in life after death? - Think of questions which are difficult to answer. Sometimes we have big questions that are unanswerable. Look at 'what happens when you die?' - Share with the pupils the clip from Charlotte's Webb when Charlotte dies. Ask the children to write any questions they have about death from watching the clip. Identify key questions and remind pupils that there may be lots of different answers. Ask the pupils to share any</p>
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	<p>illustrating their particular qualities. Link these ideas with the Hindu belief in Brahman.</p> <p>Talk about special places where the pupils go if they want to be quiet or think. Make links with the concept of 'worship'. Introduce the Hindu shrine as a place where a Hindu family comes to pray. Look at pictures and allow pupils to ask questions. Encourage pupils to try to find the answers to their questions. Explain the term puja and why it is important in Hindu worship.</p> <p>Look at the 'Aum' symbol and explain its meaning. Explore the different objects found in a home shrine including pictures of gods/goddesses/loved ones. Get the pupils to</p>		<p>major groups from the UK. Research the features, beliefs and practises, celebrations and present their findings on a poster or leaflet or a powerpoint.</p> <p>- Design a new flag for the UK representing the main different faiths of the UK.</p>	<p>celebrations/festivals across the year and how they might be marked or celebrated.</p>	<p>- find out about the life of Malala Yousafzai and the impact of her life upon others.</p> <p>- explore if you need to be religious to be an inspiration to others. Consider the people we wrote down as inspirational at the beginning of our unit.</p>	<p>answers they might have.</p> <p>- Look at what happens when someone dies. What do people do? Look at pictures of Tutankhamun's tomb. How did the Egyptians act when someone died? Look at the idea of a funeral. What would you do if a pet died? What happens at a Christian funeral and how does it show the person was special? Pupils try to think of reasons why people have funerals. Explore the idea that a funeral is a celebration of life not just a time to mourn.</p> <p>-Introduce the Christian belief</p>
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	<p>create a Hindu shrine in the classroom.</p> <p>Using a video, show how Hindus use the shrine in their home when they are worshipping God.</p> <p>Describe the events of puja at home. Explore the idea of 'offering'.</p> <p>Who do we give things to? Why?</p> <p>Talk about the Arti ceremony and the 'five elements' from which Hindus believe everything is made.</p> <p>Explain that Hindus treat the images and statues of their gods like special guests: they're respected, cared for, offered food and kept clean.</p>					<p>that when you die you go to heaven or hell. Use this and some images of heaven as a stimulus to generate the kinds of questions and answers that can surround death/dying and the Christian belief in heaven. Look at what the Bible says heaven is like. Do pupils agree? Is it a good answer to the ultimate question? Ask the pupils to design a picture showing their idea of heaven.</p> <p>- Do you get to heaven if you do things wrong? Explore the concept of judgement. Get the pupils to imagine that they are in charge of</p>
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						<p>heaven for one day. Who would they allow into heaven? What qualities would that person have? What type of life would they have to live? Ask pupils how they think Christians should live their lives in order to go to heaven when they die. Do beliefs about life after death influence the way people live their lives?</p> <p>-Watch the death of the beast in 'Beauty and the Beast.' Use this to illustrate the belief in reincarnation. Explore the belief in reincarnation through the life cycle of a butterfly Pupils explain 3 beliefs about life after death and</p>
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						select which explanation they prefer and why?
P.E.	Dance	Tennis	Gymnastics	Netball	Outdoor and Adventures	Athletics
S.R.E Personal Development	<p>Belonging to a community</p> <ul style="list-style-type: none"> - Exploring what is meant by community, what communities do we belong to? - exploring how we can make a positive contribution to our communities and making our own pledges. - What does diversity mean and identifying diversity within our school community. - identifying stereotypes and the laws around discrimination and bias towards different groups. - British values and understanding the law 	<p>Safe relationships</p> <ul style="list-style-type: none"> - links to p4C and domestic violence unit. - exploring issues around peer pressure and scenarios – how should we act in different situations. 	<p>Keeping safe</p> <ul style="list-style-type: none"> - identifying risky behaviour mind maps - identifying illegal and legal drugs and exploring terminology around legal and illegal. - identifying the risks of smoking and alcohol on the body (Links to science animals including humans) - creating leaflets about how to stay safe and legal/illegal drugs. 		<p>Growing and changing</p> <ul style="list-style-type: none"> - looking at the human reproductive cycle - exploring their new high schools and uniforms using high schools websites to answer transition questions - how to use a timetable answering questions about a model timetable - managing mental health around moving on and transition. 	<p>Money and work</p> <ul style="list-style-type: none"> - recognising that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ - recognise that people make spending decisions based on priorities, needs and wants and exploring how retailers try to influence our spending.

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	creating a leaflet on British law.					- using a budget to purchase essentials and understanding how budgets are helpful.
Computing		<p>Data bases</p> <ul style="list-style-type: none"> -paper based databases introducing idea. Collecting data about animals and making fact files. Using fact files to sort data in different ways and answer questions. - ICT based databases. Exploring search options and different ways to organise and sort data. -comparing paper based databases to ICT based databases and answering more complex questions about different sets of data. -inputting own data and using to answer questions 	<p>Coding – Microbits</p> <ul style="list-style-type: none"> -understand what a microbit is and what it does - learn how to programme different ‘inputs’ and ‘outputs’ for microbits - Learn how to input a Valentines message, sound and/or symbol - learn how to correct errors and make changes 		<p>Digital Literacy</p> <p>Evaluating media sources – looking at different websites and learning what information might be ‘fake’ and how to identify fake news.</p> <ul style="list-style-type: none"> - What information should I be sharing online? Using Jigsaw video from CEOPs and answering questions. <p>In what ways can I keep myself and others safe online?</p>	

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<p>P4C</p>	<p>Should a paper mill be built in the Amazon Rainforest?</p> <p>debate taking on roles exploring different viewpoints</p> <p>Palm oil debate – deforestation - Watching a video clip about the effects of palm oil on the environment. - choosing an enquiry question from a selection, class vote. - identifying the key ideas (concepts) from our discussion - evaluating key ideas from the discussion.</p>	<p>Poverty and fairness Looking at images from the favelas – frame the picture. What do you see? Words to describe? How does it make you feel?</p> <p>Look at images and video clips of favelas and inequality in Brazil and discuss.</p> <p>Debate around knocking down a favela in favour of modern ‘unaffordable’ housing.</p> <p>Generating own questions based on the key concepts discussed.</p> <p>Voting and discussing chosen question.</p> <p>Evaluating own contributions based on 4c’s.</p>	<p>Should a Mayan artefact be returned to the Palenque Museum?</p> <p>- Introduce Mayan artefact being held in the British Museum ‘amulet’ -discuss who should have the rightful claim to hold the amulet and display - Children deciding ‘Should the amulet be returned to the Palenque museum?’ -children to rank arguments for and against in terms of the strength of the argument - looking for concepts and key ideas from the enquiry</p>	<p>Invasion - Introduce concept with a scenario. - share initial thoughts about mottos ‘live and let live’ and ‘who wins, wins’. - split into two groups ‘Martians’ vs. ‘Venutians’. Share ideas on whether Venus should be invaded due to its land and resources. - exploring enquiry ‘(If you are an Xian), is it okay for the Martians to invade Venus?’ - identifying key ideas (concepts) from the discussion. - creating own questions using key concepts identified.</p>	<p>Migration Picture stimulus of a queue (one queue for escalator in London underground and merge with one queue in a desolate environment for a water pump) - Introduce concept of migration and discuss why a person may want to migrate to another place. - considering reasons for and against migration and ranking on a scale of strongest to weakest. - developing own questions for debate based on the image. - choosing question to explore further</p>	
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			<ul style="list-style-type: none"> - generating own p4c questions using the key concepts identified - voting and discussing chosen question - evaluating debate. 	<ul style="list-style-type: none"> - voting for questions and debating. - evaluating own key thoughts and ideas from the discussion. 	<ul style="list-style-type: none"> 'vote with your feet'. - evaluating discussion against 4c's 	
British Values						