

**Robert Shaw Primary & Nursery School**  
**Year 6 – Curriculum Plan**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<b>Belonging</b>		<b>Exploring</b>		<b>Discovering</b>
<b>Oxfam curriculum area</b>	Identity and diversity	Social justice and equity	Sustainable development	Globalisation and interdependence	Peace and conflict
<b>Key question</b>	<b>What does it mean to 'be myself'?</b>		<b>How do our choices impact other people around the world?</b>		<b>How does the past affect how we live today?</b>
<b>Topic outcomes</b>	1. Oracy – motivational speech to myself (record using green screen) 2. Art gallery – complete with audio description of paintings linked to a QR code		1. tbc 2. tbc		1. Create a film explaining the effects the Ancient Sumerians and the Golden Age of Islam have had on how we live in Britain today 2.
<b>Key texts</b>	Marcus Rashford – You are a Champion I am Malala – Malala Yousafzai The Boy at the Back of the Class – Onjali Rauf		tbc		tbc
<b>Hook</b>	Pictures of famous people from around the world – exploring why they are famous, their journey, etc.		tbc		tbc
<b>Enrichment</b>	Visit from a school governor/local councillor Visit to an art gallery		tbc		tbc
<b>English</b>	Autobiography, letter, narrative, speech writing		tbc		tbc
<b>Maths</b>	<b>Number: Place Value</b> <b>Number: 4 operations</b> <b>Number: Fractions</b> <b>Geometry: Position and Direction</b>		<b>Number: Decimals</b> <b>Number: Percentages</b> <b>Number: Algebra</b> <b>Measurement: Converting Units</b> <b>Measurement: Perimeter, Area and Volume</b> <b>Number: Ratio</b>		<b>Statistics</b> <b>Geometry: Properties of Shape</b> <b>Consolidation and themed projects</b>
<b>Science</b>	<b>Animals including humans</b> - 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		<b>Living things and their habitats</b> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics <b>Electricity</b>		<b>Light</b> - 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

	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- 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</li> <li>- use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<p>explain why shadows have the same shape as the objects that cast the</p>
<b>History</b>	<p><b>Spaced retrieval:</b> chronology; learning from previous years</p>	<p><b>Spaced retrieval:</b> chronology; learning from previous years</p>	<p>Compare and contrast Ancient Sumer c5300BCE-c1940BCE (modern Iraq; first writing cuneiform; maths base 60; lunar calendar; written law code) Golden Age of Islam 622CE-1258CE (maths, science, architecture, expansion through conquering)</p>
<b>Geography</b>	<p><b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, water cycle, Y5 content</p>	<p>Compare region of UK (Nottingham), Europe (France: The Alps) and S America (French Guiana) – physical and human geography; trade links; global travel; impact of climate change</p>	<p><b>Spaced retrieval:</b> names and location of continents, rivers, capital cities, geographical features, water cycle, Y5 content, spring term content</p>
<b>DT</b>	<p>Create a pencil case/pillow case for yourself with decoration that reflects who you are and what you care about</p>	<p>cooking</p>	<p><b>tbc</b></p>
<b>Art</b>	<p>Exploration of self-portraits – how different artists expressed who they were/are through their art</p>	<p><b>tbc</b></p>	<p>Exploration of Islamic art</p>
<b>Music</b>	<p>Charanga Units: Happy; Classroom Jazz 2</p>	<p>Charanga Units: A New Year Carol; You’ve got a friend</p>	<p>Charanga Units: Music and me; Reflect, Rewind and Replay</p>
<b>RE</b>	<p><b>6.2 Religion, worldviews, family and community</b></p>	<p><b>6.3 Beliefs in action in the world</b></p>	<p><b>6.4 Beliefs in action in the world</b></p>

	<p>What contributions do religions make to local life in Nottingham City? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?</p> <p><b>6.1 Teachings, wisdom and authority</b></p> <p>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	<p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<p>What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p>
<b>Computing</b>	<p><b>Coding</b></p> <p><b>E-safety</b></p> <p><b>Digital Skills</b></p>	<p><b>Coding</b></p> <p><b>E-safety</b></p> <p><b>Digital Skills</b></p>	<p><b>Coding</b></p> <p><b>E-safety</b></p> <p><b>Digital Skills</b></p>
<b>PE</b>	<p><b>Athletics</b></p> <p>Coordination, balance, strength, flexibility, control, technique, achieving PB.</p> <p><b>Dance</b></p> <p>Developing movement, patterns, flexibility and a knowledge of various styles.</p>	<p><b>Gymnastics</b></p> <p>Coordination, balance, strength, flexibility, control, technique. Contrasting styles.</p> <p><b>Outdoor and adventurous activities</b></p> <p>Outdoor and adventurous activities as an individual and as a team member.</p>	<p><b>Striking and fielding-rounders</b></p> <p>Throwing, catching, striking, running, communication, competition, getting people out (tactics).</p> <p><b>Team games</b></p> <p>Tactics, running, throwing, catching, jumping, competition, technique, control, balance, communication, collaboration.</p>
<b>PSHE</b>	<p><b>Me and My Relationships:</b> Assertiveness; Cooperation; Positive relationships and behaviour (including forced marriages and coercive control)</p> <p><b>Valuing Difference:</b> Recognising and celebrating difference; Recognising and reflecting on prejudice-based bullying; Understanding Bystander behaviour; Gender stereotyping</p>	<p><b>Keeping Myself Safe:</b> Understanding emotional needs; Staying safe online (including sharing images); Risk Management; Drugs: norms and risks (including the law)</p> <p><b>Rights and Responsibilities:</b> Understanding media bias, including social media; Caring: communities and the environment; Understanding democracy</p>	<p><b>Being my Best:</b> Aspirations and goal setting; Managing risk; Looking after my mental health</p> <p><b>Growing and Changing:</b> Coping with changes; Keeping safe; Body Image; Self-esteem</p>
<b>French</b>	<p><b>Everyday life:</b> 1a Revisiting me; 1b Time – o'clock; 1c Daily life of a Superhero.</p> <p><b>Where I live, where you live:</b> 2a Spooky house/space house; 2b Hopes and roles</p>	<p><b>Playing and enjoying sport:</b> 1a Happy New Year forfeit game; 1b Investigating sports.</p> <p><b>This is me, hobbies and fun:</b> 2a All the fun of the Fair; 2b Favourites</p>	<p><b>Café culture and restaurants:</b> 1a Café culture; 1b Eating out.</p> <p><b>Performance time:</b> 2a Tour de France; 2b Class performances; 2c Year 6 Presentations; 2d Create a class newspaper</p>