

# The Whitchurch CE Federation

## Year 6



| Autumn 1                    | Autumn 2               | Spring 1                                       | Spring 2                                    | Summer 1                       | Summer 2            |
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| "Bandits: 12 O'clock High!" | Can we save the tiger? | Victorian Britain: through the eyes of a child | From Fossils to Finches: Discovering Darwin | I'd like to be...under the sea | Crazy Contraptions! |

| This is Me    |  |   |   |
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|               | SMSC Links   | British Values Links  | Christian Values  |
| Autumn Term 1 | <p><b>Spiritual:</b><br/>           Reflect on Academy Christian Values<br/>           RE lessons reflecting spiritual development throughout units, e.g. Introduce new Academy Christian Values through RE lessons, whole school and class worship.<br/>           Learning about different peoples' faiths, feelings and values - Christianity and Sikhism<br/>           Participation in Collective Worship.<br/>           Music lessons<br/>           Performance in assemblies, Church services<br/>           PSHE - mindfulness<br/>           The wonder of nature – evolution, oceans<br/>           Response to art work – Cezanne<br/>           Using imagination and creativity in art, English, DT- The Creative Me.<br/>           Through comprehension activities, children will empathise with characters and compare to their own experiences<br/>           Pentecost church visit</p> <p><b>Moral:</b><br/>           Participation in Collective Worship reflecting on themes<br/>           Food donations – link to food poverty.<br/>           Create class charter of rules and behaviour for Good to Be Green.<br/>           Discuss Golden Rules.</p> | <p><b>Rule of Law</b><br/>           Following the Golden Rules<br/>           Class Charter<br/>           Living our Values / link to SBMAT PEACE values<br/>           Following our rules for safety<br/>           Coding activities (Computing)<br/>           Fair tests – Science<br/>           Rules in sport, learning the rules of games<br/>           Visits from the police, PCSO<br/>           Discuss laws which the children may or may not be familiar with which they will experience in a few years' time e.g. buying a lottery ticket, getting married, serving in a jury or voting.</p> <p><b>Individual liberty</b><br/>           Valuing views / opinions through pupil voice<br/>           Reflecting during worship and at other times<br/>           Being listened to – ideas are acted on, opinions are taken into account<br/>           RE discuss why it is important for everyone to be free to believe what they choose – link to evolution and 'heretic' thinking – How has the church changed its stance on science through the years?<br/>           Choice of class reward, lunch choices, play mates and play based activities.<br/>           E Safety –age appropriateness of apps.<br/>           Freedom to take part in organised activities<br/>           PSHE work – understand how to exercise rights safely<br/>           Choice of extra-curricular activities</p> | <p><b>CORE VALUE: Compassion</b></p> <p><b>BIG QUESTION:</b></p> <p><b>If you show someone kindness and care how does that make them feel? How do you think you would feel?</b></p> |
| Autumn Term 2 | <p><b>Moral:</b><br/>           Participation in Collective Worship reflecting on themes<br/>           Food donations – link to food poverty.<br/>           Create class charter of rules and behaviour for Good to Be Green.<br/>           Discuss Golden Rules.</p>   | <p><b>Individual liberty</b><br/>           Valuing views / opinions through pupil voice<br/>           Reflecting during worship and at other times<br/>           Being listened to – ideas are acted on, opinions are taken into account<br/>           RE discuss why it is important for everyone to be free to believe what they choose – link to evolution and 'heretic' thinking – How has the church changed its stance on science through the years?<br/>           Choice of class reward, lunch choices, play mates and play based activities.<br/>           E Safety –age appropriateness of apps.<br/>           Freedom to take part in organised activities<br/>           PSHE work – understand how to exercise rights safely<br/>           Choice of extra-curricular activities</p>   | <p><b>CORE VALUE: Love</b></p> <p><b>BIG QUESTION:</b></p> <p><b>What did Jesus teach about love?</b></p>   |

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| <p><b>Spring Term 1</b></p> | <p>Understanding consequences of behaviour<br/>         Debate moral issues: Endangered animals / conservation measures/<br/>         gender equality within the music industry<br/>         Anti-bullying - consequences of bullying<br/>         Shoe Box appeal to support our global community.<br/>         Railway safety<br/>         Opportunities for teamwork and inclusion<br/>         Fairtrade<br/>         Healthy Choices – looking after themselves<br/>         Discuss pollution and morality of littering – link to ocean pollution.<br/>         Victorian Britain – children working as chimney sweeps – why was this acceptable then and not now?</p> | <p>Watch the video, 'We Are All Born Free'.<br/> <a href="https://www.youtube.com/watch?v=x9_lvXFEyJo">https://www.youtube.com/watch?v=x9_lvXFEyJo</a><br/>         Explain how we are all free to do what we want but this has to be within the law. What would our environment look like if everyone just did their own thing/ What would stop if no-one cared?<br/> <b>Democracy</b><br/>         Voting to elect school council, house captains, pupil voice members.<br/>         Behaviour rewards system based on votes<br/>         Pupil voice questionnaires<br/>         Curriculum voice group<br/>         Restorative justice is used as part of our Behaviour policy<br/>         Debate on moral and global issues<br/>         Discuss the use of democracy in parliament and how decisions are made. <i>How have we used the term democracy this year?</i><br/>         Discuss what is meant by democracy and how laws or voted for using a fair and just system.<br/>         Pupils watch first 4 minutes of <a href="http://www.parliament.uk/education/teaching-resources-lessonplans/democracy-parliament-and-government-video/">http://www.parliament.uk/education/teaching-resources-lessonplans/democracy-parliament-and-government-video/</a><br/>         Prepare a speech titled, 'If I were the Prime Minister'.<br/>         Discuss in contrast dictatorship</p> | <p><b>CORE VALUE: Perseverance</b><br/> <b>BIG QUESTION: Can failure ever be a good thing?</b></p>                          |
| <p><b>Spring Term 2</b></p> | <p><b>Social:</b><br/>         Participate in community harvest festival, Christmas service, Easter, Y6 performance<br/>         Year 6 residential<br/>         Working with our Infant Academy and High School<br/>         Resolving conflict – PSHE, Behaviour Rules.<br/>         Participate in a range of class and school based activities with different pupils to aid their social skills development.</p>   | <p><b>Mutual Respect and tolerance of those with different faiths and beliefs</b><br/>         Respecting each other's achievements e.g. observing each other during performances – gymnastics, dance, Y6 performance<br/>         Paired reading<br/>         Talk partners<br/>         Restorative justice through our behaviour policy<br/>         Working in pairs / groups<br/>         Sharing resources<br/>         Discussing friendships, how we treat each other</p>   | <p><b>CORE VALUE: Responsibility</b><br/> <b>BIG QUESTION:</b><br/> <b>How do people in school show responsibility?</b></p> |
| <p><b>Summer Term 1</b></p> | <p>Group activities – English, Drama, PE, Dance, Music<br/>         E-safety – social networks<br/>         Christian Aid<br/>         Visits by PCSO<br/>         Enterprise Week<br/> <b>Cultural:</b><br/>         Christingle service<br/>         Remembrance Service – local study link<br/>         Engage with texts from different cultures</p>   | <p>Discussing friendships, how we treat each other</p>  | <p><b>CORE VALUE: Creativity</b><br/> <b>BIG QUESTION:</b><br/> <b>What do you think is God's greatest creation?</b></p>    |

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| <b>Summer Term 2</b> | e.g. creation stories from around the world, myths and legends, popular cultural texts such as Journey to Jo-burg. Study of Sikhism<br>Cultural impact of life in the Victorian times - discuss what it would have been like to live then.<br>Cultural impact of theory of evolution – how did this affect people's religious and world views? | RE lessons – Christianity and Buddhism<br>Discussing how Britain is an about multi-faith society and importance of respect of other people's beliefs.<br>English texts and topic work<br>Celebrating Easter, Christmas<br>Discussions about equality.<br>Discussing why people found it hard to accept evolution – does this have wider lessons for how we accept those of other races / beliefs? | <b>CORE VALUE: Courage</b><br><br><b>BIG QUESTION:</b><br><br><b>Why do you think it is important to face up to what we find difficult?</b> |
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| The Creative Me      |   |   |  |
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| Art & Design         |   | Music   | Dance  |
| <b>Autumn Term 1</b> | <b>Drawing, Sculpture, Collage</b><br>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.    | <b>Charanga – model music curriculum</b><br><b>Interesting Time Signatures</b><br>How does music bring us together?             | World War 2 (Primary PE passport)  |
| <b>Autumn Term 2</b> |   | <b>Charanga – model music curriculum</b><br><b>Combining Elements to Make Music</b><br>How does music connect us with the past? | The Last Tiger - In Rebecca Elliott's 'The Last Tiger', Luca befriends a lone animal. The tiger brings colour and magic into her dreary life. Using these ideas and images, children create their own imaginary world... (Dance Notes) |
| <b>Spring Term 1</b> | <b>Collage, Drawing</b><br>Discover how artists use layers and juxtaposition to create artwork which explores identity. Children make their own layered portrait. | <b>Charanga – model music curriculum</b><br>How does music make the world a better place?                                       | Monsters<br>'Monsters' is a fun way to learn about interacting, spatial awareness, performance and choreography – for this monstrous dance, pupils can also make their own masks!  |
| <b>Spring Term 2</b> |   | <b>Charanga – model music curriculum</b><br>How does music teach us about our community?  | Dance British Values<br>Exploring British Values of Democracy, The Rule of Law, Mutual Respect, Individual Liberty, Tolerance through dance. (Primary PE Passport)   |

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| <b>Summer Term 1</b> | <b>Drawing</b><br>Explore how traditional and contemporary artists use cut-outs and shadow puppets. | <b>Charanga – model music curriculum</b><br>How does music shape our way of life?           | Setting Sail - Hoist the rigging, sweep the decks, build a ship: we're setting sail! The busy confines of early sailing vessels provide an ideal platform for developing movement vocabulary, individually and in groups... (Dance Notes) |
| <b>Summer Term 2</b> |   | <b>Charanga – model music curriculum</b><br>How does music connect us with our environment? | The Haka (Primary PE Passport)  |

| <b>The Independent Me</b> |  |                  |  |  |
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| <b>English</b>            |  | <b>Geography</b> | <b>History</b>   | <b>Languages</b>   |
| <b>Autumn Term 1</b>      | <p><b>Core text:</b><br/>Star of Hope, Star of Fear by Jo Hoestlandt</p> <p><b>Shared Reading Texts:</b><br/>An Eagle in the snow by Michael Morpurgo</p> <p><b>Writing outcome:</b><br/>Fiction – Flashback story<br/>To write a story with a flashback from another character's point of view</p> <p><b>Greater depth writing outcome:</b><br/>To write a story with a flashback from another character's point of view including a section in recount genre e.g. <i>diary, letter, eye-witness account</i></p> <p><b>Pathways to Read:</b><br/>Poems from the Second World War selected by Gaby Morgan<br/>When we were Warriors by Emma Carroll</p> <p><b>Mastery focus:</b><br/>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br/>Make comparisons within and across books</p> |                  | A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history- The Battle of Britain | <p><b>World War 2</b><br/>Present orally on life as an evacuee.<br/>language (nouns, adjectives and verbs) in lesson 1. Introduction to past tense using '<b>I saw...</b>'</p> |

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|                      | Evaluate authors' language choice, including figurative language  |   |   |  |
| <b>Autumn Term 2</b> | <p><b>Core text:</b><br/>Can we Save the Tiger? By Martin Jenkins</p> <p><b>Shared Reading Texts:</b><br/>The Jungle Book by Rudyard Kipling</p> <p><b>Writing outcome:</b><br/>Report writing – Information, explanation and persuasion<br/>To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> <p><b>Greater depth writing outcome:</b><br/>To write and present a 'Newsround' style TV news story about the tiger crisis</p> <p><b>Pathways to Read:</b><br/>Jungle Book by Rudyard Kipling (Macmillan)<br/>Martha's Suitcase by The Literacy Company</p> <p><b>Mastery focus:</b><br/>Identify and discuss themes and conventions<br/>Summarise main ideas, identifying key details<br/>Distinguish between fact and opinion</p> | Diversity and land use study affecting big cat species in Asia and across the globe | REMEMBRANCE LINK – impact of world wars on our locality. only to cover Remembrance day (short coverage) | <p><b>Weather</b><br/>Ask and answer what the weather is like today in target language. Present as a weather forecaster.<br/>Create weather map and written weather report</p> |
| <b>Spring Term 1</b> | <p><b>Core text:</b><br/>The Selfish Giant by Oscar Wilde</p> <p><b>Shared read:</b><br/>Jonathan Swift's Gulliver retold by Martin Jenkins</p> <p><b>Writing outcome:</b><br/>To write a narrative</p> <p><b>Greater depth outcome:</b><br/>To write a narrative from a different perspective in first person</p> <p><b>Pathways to Read:</b><br/>The Happy Prince and Other Tales by Oscar Wilde</p> <p><b>Mastery focus:</b><br/>Draw inferences (inferring characters'</p>  |   | Victorians- The development of the first railways and its' impact on Britain                            | <p><b>Healthy Lifestyle</b><br/>Healthy lifestyle diary. presentation on healthy lifestyles.<br/>Quantitative article "some "in lessons 2 and 3.</p>                           |

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|                             | <p>feelings, thoughts and motives from their actions); justify with evidence</p> <p>Evaluate authors' language choice, including figurative language</p> <p>Make comparisons within and across books</p>  |  |  |   |
| <p><b>Spring Term 2</b></p> | <p><b>Core text:</b><br/>Island by Jason Chin</p> <p><b>Shared reads:</b><br/>Jemmy Button by Jennifer Uma (this is needed for the unit)<br/>Maps by Aleksandra and Daniel Mizielińska<br/>The Explorer by Katherine Rundell (class novel to link)</p> <p><b>Writing outcome:</b><br/>The children will write a journalistic report (hybrid) about Charles Darwin's discoveries, focusing on: verb forms, cohesive devices and colons to mark boundaries between independent clauses.</p> <p><b>Greater depth writing outcome:</b><br/>The children will write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information</p> <p><b>Pathways to Read:</b><br/>The Explorer by Katherine Rundell Exploring the Amazon by The Literacy Company</p> <p><b>Mastery focus:</b><br/>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice, including figurative language</p> | <p>Investigate South America – physical and human characteristics and compare to a European country</p>              |  | <p><b>Verbs and Grammar</b><br/>Speaking, listening and reading activities.<br/>Create a regular verb booklet.<br/>Pronouns in lesson 1.<br/>Creating verb stem and look at endings.<br/>Regular verb endings</p> |
| <p><b>Summer Term 1</b></p> | <p><b>Core text:</b><br/>Manfish by Jennifer Berne</p> <p><b>Shared reads:</b><br/>Dolphin Song by Lauren St. John (class novel to link)<br/>The Fantastic Undersea Life of Jacques</p>   | <p>Oceans (human geography) – fishing, rising sea levels, conservation of fish stocks, pollution (human impact),</p> |  | <p><b>At school</b><br/>Present orally, listen to and write about school subjects and opinions.<br/>Grammar: definite articles with school subjects. First</p>  |

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|                             | <p>Cousteau by Dan Yaccharino (optional)<br/>Great Adventurers by Alastair Humphreys (optional)</p> <p><b>Writing outcome:</b><br/>To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p> <p><b>Greater depth writing outcome:</b><br/>To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate</p> <p><b>Pathways to Read:</b><br/>Great Adventurers by Alastair Humphreys</p> <p><b>Mastery focus:</b><br/>Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning<br/>Distinguish between fact and opinion</p> | ecosystems of the ocean. |  | <p>person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications.<br/>Adjectival agreement</p>  |
| <p><b>Summer Term 2</b></p> | <p><b>Core text:</b> (Also used as shared read text)<br/>Sky Chasers by Emma Carroll</p> <p><b>Writing outcome:</b><br/>To write the next chapter of Sky Chasers in the style of the author from two different viewpoints</p> <p><b>Greater depth writing outcome:</b><br/>To write from three different viewpoints</p> <p><b>Pathways to Read:</b><br/>Sky Chasers by Emma Carroll</p> <p><b>Mastery focus:</b><br/>Identify and discuss themes and conventions<br/>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence<br/>Evaluate authors' language choice, including figurative language</p>                   |                          | <p>A study beyond 1066, a theme across time, a big picture overview to draw links back and forth in time e.g. the medical knowledge, crime and punishment, monarchy and power or food and leisure.</p> | <p><b>The Weekend</b><br/>Present orally on, read about and write about what they do at the weekend using connectives and time.</p> <p>Grammar: Using connectives to create extended and more sophisticated sentences in target language.<br/>Formulating a range of opinions and justifications.</p> |



|                      | <b>Maths</b>  | <b>Science</b>  | <b>DT</b>   | <b>Computing</b>          |
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| <b>Autumn Term 1</b> | Number: Place value<br>Number: Addition, subtraction, multiplication and division | <b>Biology</b><br>Investigate living things<br>Work scientifically<br>Living Things and Habitats - classification   |   | Online Safety<br>Blogging |
| <b>Autumn Term 2</b> | Number: Fractions<br>Geometry: Position and direction                             | <b>Biology</b><br>Understand animals and humans<br>Investigate living things<br>To understand animals and humans - circulatory and respiratory systems of the body. Importance of diet, exercise, drugs and lifestyle | <b>ELECTRONICS:</b><br>Make a tiger alarm as an early warning system, using circuits, switches, conductive materials. Use of computer aided design for programming circuits.<br><i>Projects on a Page: More complex switches and circuits</i> | Coding                    |
| <b>Spring Term 1</b> | Number: Decimals<br>Number: Percentages<br>Number: Algebra                        | <b>Biology</b><br>Evolution<br>Fossils<br>Inherited characteristics<br>Adaptations to environment<br>Cacti and birds<br>Variation   |   | Spreadsheets              |

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| <b>Spring Term 2</b> | Measurement: Converting units<br><br>Measurement:<br>Perimeter, area and volume<br><br>Number: Ratio<br><br>Statistics | <b>Physics</b><br>Investigate refraction, light travelling in a straight line.<br>How we see things                                     | <b>TEXTILES:</b><br><br>Design and make a prototype slipper.<br><br><i>Projects on a Page: Using computer-aided design (CAD) in textiles</i> | Text Adventures |
| <b>Summer Term 1</b> | Geometry: Properties of shape<br><br>Further skills consolidation<br><br>SATs preparation                              | <b>Electricity</b><br>-Making and testing circuits (series and parallel)<br>-drawing circuit diagrams<br>-Include switches, buzzers etc | <b>MECHANISMS:</b><br><br>Make a prototype fairground ride for the summer fair.<br><br>Projects on a Page: Pulleys or Gears                  | Networks        |
| <b>Summer Term 2</b> | Consolidation, investigations and preparation for KS3  | <b>Working Scientifically</b><br><br>The Titanic – floating/sinking/human survival needs  |  | Quizzing        |

| <b>The Healthy Me</b> |  |   |  |
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| <b>PE</b>             |  | <b>RE</b>   | <b>PSHE – Relationships Education</b>  |
| <b>Autumn Term 1</b>  | Games – Invasion games team building<br>Outdoor Adventurous Activity | Understanding Christianity- Creation/Fall - Creation and science: conflicting or complementary?<br><br>(RQ 8) Has science got all the | <b>Being Me In My World</b><br><br>Identifying goals for the year<br>Global citizenship<br>Children's universal rights |

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|                      |   | answers?   | <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>  |
| <b>Autumn Term 2</b> | Gymnastics - floor<br>Dance – The Last Tiger                          | <p>Understanding Christianity -<br/>Incarnation - Was Jesus the Messiah?</p> <p>(RQ 9) What do people believe about God?</p>   | <p><b>Celebrating Difference</b></p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> |
| <b>Spring Term 1</b> | Gymnastics – apparatus<br>Games – Invasion games ball handling skills | <p>DOL unit</p> <p>What are the five Ks of the Sikh Khalsa?</p>  | <p><b>Dreams and Goals</b></p> <p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>           |
| <b>Spring Term 2</b> | Games – striking and fielding<br>Dance – Setting Sail                 | <p>Understanding Christianity- Salvation -<br/>What difference does the resurrection make for Christians?</p> <p>(RQ 7) How do people make sense of hardship and suffering?</p> <p>(RQ 12) How do people make sense of life and death?</p> | <p><b>Healthy Me</b></p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>                                 |
| <b>Summer Term 1</b> | Athletics – running and jumping<br>Games – net and wall               | <p>Understanding Christianity- Gospel -<br/>What would Jesus do?</p>   | <p><b>Relationships</b></p> <p>Mental health</p> <p>Identifying mental health worries and</p>   |

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|                      |   | (RQ 3) Who is my neighbour?<br>(RQ 4) How should I lead my life  | sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology   |
| <b>Summer Term 2</b> | Athletics - throwing<br>Summer games – applying striking<br>and fielding skills | Understanding Christianity- People of<br>God - How can following God bring<br>freedom and justice?<br><br>(RQ 10) How is belief expressed<br>through symbols and action?<br>(RQ 14) Why do people's belief and<br>practice differ? | <b>Changing Me</b><br>Self-image<br>Body image<br>Puberty and feelings<br>Conception to birth<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition |