

# Barnfields Primary School



Year 6  
2021 – 2022

## Curriculum Outline

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

ACADEMIC YEAR 2021 - 2022	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	World at War		Australia		Going Global/Light, Camera, Action	
Visits/Visitors	Guest Speaker  Shugborough Residential	Guest speaker			Harry Potter Studios	
Learning Celebrations		World War Theme Day/Museum	Australia Day		Y5/6 End of Year Production	
Local Links	Shugborough House  Freda's Grave (Brocton Coppice)  WW1 Training Camps (Rugeley/Brocton)	Cenotaph Visit (Stafford)  German Cemetery (Cannock Chase)			Prospectus Careers with local businesses/community  Stafford Gatehouse  Special Effects Q and A Workshop	
<p>Texts Used</p> <p>F: Fiction P: Poetry NF: Non-fiction V: Video</p> <p>Italics: Traditional Tale</p> <p><b>Bold:</b> Classic texts</p>	<p>War Game by Michael Foreman (F)</p> <p>War Poetry (P)</p> <p>History of Cannock Chase and World War Camps (NF)</p>	<p>The Boy in the Striped Pyjamas by John Boyne (F)</p>	<p>Alone on a Wide, Wide Sea by Michael Morpurgo (F)</p>		<p>Harry Potter Extracts</p> <p>Literacy Shed-Once in a Lifetime (F)</p> <p>Literacy Shed- Road's End (F)</p> <p>Literacy Shed- Francis (F)</p>	

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

Reading

**The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.**

**Word Reading:**

**Pupils should be taught to:**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

**Comprehension:**

**Pupils should be taught to:**

- maintain positive attitudes to reading and understanding of what they read by:
  - . continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - . reading books that are structured in different ways and reading for a range of purposes
  - . increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - . recommending books that they have read to their peers, giving reasons for their choices
  - . identifying and discussing themes and conventions in and across a wide range of writing
  - . making comparisons within and across books
  - . learning a wider range of poetry by heart
  - . preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
  - . checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - . asking questions to improve their understanding
  - . drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - . predicting what might happen from details stated and implied
  - . summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - . identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views.

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

English Writing	Fiction	Diary Descriptive Setting Inner Monologue	Poetry Narrative (Historical)	Narrative (Cultural) Flashback	Narrative Setting and Characterisation	Narrative: short film stimulus (description) Poetry	Narrative: Fantasy and Adventure (Harry Potter based) Flashback
	Non-Fiction	Recount Persuasive Argument	Persuasive Letter Discursive Writing	Instructional Writing Recount	Non-Chronological Report Letter Writing	Non-Chronological Report Discursive Letter of application	Recount Formal Letter Persuasion
Writing (including Grammar, Punctuation and Spelling)	<p><b>We will decide on SPaG through weekly planning depending on childrens' needs and outcomes from teaching. This will include the following statutory requirements from the National Curriculum:</b></p> <p><b>Writing: Sentence Structure/Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• A secure and controlled use of simple, compound and complex sentences; choices are made to reflect formal and informal situations.</li> <li>• Control of complex sentences usually shows understanding of manipulation of clauses for different effects.</li> <li>• Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</li> <li>• Range of verbs forms (e.g. conditional and passive) used, mostly accurately.</li> <li>• Use of passive to affect the presentation of information in a sentence.</li> <li>• Appropriate choice of tense to support whole text cohesion.</li> <li>• Modal verbs and adverbs to indicate degrees of possibility, probability and certainty.</li> <li>• Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses.</li> <li>• Range of punctuation is mostly accurately used.</li> </ul> <p><b>Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)</b></p> <ul style="list-style-type: none"> <li>• Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.</li> <li>• Paragraphs are used to develop and expand some ideas, descriptions, themes and events in depth.</li> <li>• Relationships between paragraphs usually gives clear structure and coherence to the whole story.</li> <li>• Elements of dialogue, action and description are interwoven appropriately.</li> <li>• A range of organisational and presentational devices, including use of columns, bullet points and tables, are used to guide the reader.</li> <li>• A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis) are used.</li> <li>• Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.</li> <li>• In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail.</li> <li>• Ideas are mostly organised into appropriately sequenced sections or paragraphs, contributing to the overall effectiveness and shape of the text.</li> <li>• Effect of own writing is evaluated. Editing ensures that appropriate changes to vocabulary, grammar and punctuation (including use of tense, subject/verb agreement and register) is used to enhance effects and clarify meaning.</li> <li>• Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning.</li> <li>• Makes appropriate choices between colloquial language and standard English (match formal and informal situations).</li> </ul>						

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	<ul style="list-style-type: none"> <li>In narrative descriptions of settings, characters are used appropriately, including integration of dialogue to convey character and advance the action.</li> <li>Effective use of well-chosen phrases (e.g. adverbials, expanded noun phrases) are used to engage reader and for clarity of meaning.</li> <li>Expanded noun phrases are used to convey complicated information concisely.</li> <li>Uses a wider range of narrative techniques to engage the reader (e.g. use of flashback and time-shift).</li> <li>Viewpoint is well controlled and convincing.</li> </ul> <p><b>Writing: Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>Morphological and etymological knowledge, and the full range of spelling rules and patterns, are listed in Appendix 1 year 5 and year 6) are applied accurately.</li> <li>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement</li> </ul>					
Mathematics (White Rose)	<p><b>Number: Place Value</b></p> <p><b>Number: Four Operations</b></p>	<p><b>Number: Fractions</b></p> <p><b>Geometry: Position and Direction</b></p>	<p><b>Number: Decimals</b></p> <p><b>Number: Percentages</b></p> <p><b>Number: Algebra</b></p>	<p><b>Converting Units</b></p> <p><b>Perimeter, Area and Volume</b></p> <p><b>Ratio</b></p>	<p><b>Properties of Shapes</b></p> <p><b>Statistics</b></p> <p><b>Revision</b></p>	<p><b>Consolidation, Investigations and preparations for KS3</b></p>
Science	<p><b>Our Bodies</b></p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the</p>	<p><b>Electricity</b></p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the</p>	<p><b>Classification and Evolution</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organism, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p><b>Light</b></p> <p>Understand that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p>		

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	way human bodies function.	loudness of buzzers and the on/off position of switches.	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
History	<b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066:</b> World War 1	<b>War Study Continued:</b> World War 2 – The Holocaust	<b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066:</b> British Colonialism in Australia (empire, colonisation, trade, travel)	
Geography	<b>Human and Physical Geography</b> Study of Staffordshire land and settlements pre and post war compared to modern day.  <b>Fieldwork Study</b> (Cannock Chase)	<b>Human and Physical Geography</b> British Trade Distribution of natural resources.  <b>Locational and Place Knowledge</b> Earthquakes/natural disasters (specifically bush fires), floods, tsunamis (relating to Australasia area)	<b>Human and Physical Geography</b> British Trade	
Art	<b>Drawing, Painting and Printing</b> Poppy-based art focus with sketch, watercolour, media links.		<b>Sculpture</b> ARTIST FOCUS: <i>Sydney Nolan</i> Construction of Aboriginal Mask.	<b>Print Media</b> Use focus to design and create advertising and film posters around Harry Potter franchise. Use printing skills then to design and produce tickets for the school production.
Design and Technology		<b>Structures</b> Construction of Anderson Shelter and plan and subsequent evaluation	<b>Food and Nutrition</b> Australia Day recipe to follow and bake ANZAC cookies.	<b>Electrical Systems</b> Circuit-based activity revolving around production of a product that could be used in the theatre/film industry.
Computing (Kapow Primary)	<b>Bletchley</b> Children learn about the history of Bletchley Park, including: key historical figures, how the first modern computers were created as part	<b>Intro to Python</b> Building on their knowledge of coding from previous years,	<b>Big Data 1 and 2</b> Children learn how data is collected and stored by exploring barcodes, QR codes and RFID chips, and investigate how collecting big data can be	<b>Skills Showcase</b> Reflecting on and showcasing their computing skills, pupils

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

	of a WWII code breaking team and consider how computers have evolved over time. They then go on to investigate secret codes and how they are created, exploring 'brute force' hacking and learn how to make passwords more secure.	children are introduced to the text-based programming language Python, which is the language behind many apps and programs, such as Dropbox.	used to help people in a variety of different scenarios. They also learn the difference between mobile data and WiFi and how data is transferred and use their understanding of big data to design their own smart school.	create an entire project around a specific theme		
MFL (Language Angels: French)	<b>Phonetics 1-4</b> Selection of Core Vocabulary lessons	<b>Presenting Myself (I)</b>	<b>Do You Have A Pet? (I)</b>	<b>My House (I)</b>	<b>What Is The Date? (I)</b>	<b>School (P)</b>
Music (Charangra)	<b>Happy</b> Pop/Neo Soul Being Happy!	<b>Classroom Jazz 2</b> Bacharach and Blues Jazz, Improvisation and composition.	<b>A New Year Carol</b> Classical or Urban Gospel Benjamin Britten's music and cover versions.	<b>You've got a Friend</b> 70s Ballad/Pop The music of Carole King	<b>Music and Identity</b> The role of women in music Your identity in music	<b>Reflect, Rewind and Replay</b> Classical
Physical Education	<b>Circuits</b>  <b>Invasion Games – Netball</b>	<b>Gymnastics</b>  <b>Invasion Games - Hockey</b>	<b>QAA</b>  <b>Invasion Games</b>	<b>Tri-Golf</b>  <b>Tennis</b>	<b>Athletics/Sports Day</b>  <b>Dance</b>	<b>Striking and Fielding</b>  <b>Dance</b>
Relationships, Sex and Health Education (Jigsaw PSHE)	<b>Being Me in My World</b> Impact of choices made	<b>Celebrating Difference</b> Differences that cause conflict and celebration	<b>Dreams and Goals</b> Making the world a better place	<b>Healthy Me</b> Responsible and irresponsible use of alcohol	<b>Relationships</b> Recognising and managing feelings in relationships	<b>Changing Me (Sex Education)</b> Development of a baby from conception to birth
Religious Education (Staffordshire Agreed Syllabus)	<b>Commitment</b> Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment	<b>Words of wisdom</b> Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions	<b>Taking part</b> Find out about the activities of a local religious community and make links with key religious teachings	<b>Belief in action</b> Make links between beliefs and action and reflect how this might have local, national and international impact	<b>The importance of hope</b> Raise questions about issues and investigate some answers found in religious writings and teachings	<b>Justice: rich and poor</b> Investigate stories about God's relationship with people and suggest how this helps them to make sense of life

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**