

# Barnfields Primary School





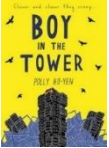
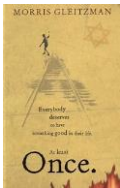



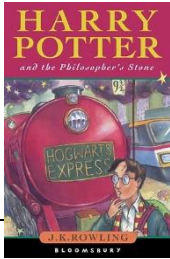
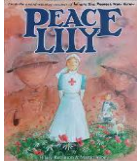











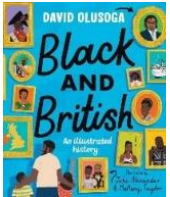
Year 6  
**Curriculum Outline**  
**2024-2025**

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.**

ACADEMIC YEAR	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		This is Our World		Our Changing World	
Visits/Visitors	Condover Outdoor Education Centre		Online work with the Holocaust Society		Warner Bros Studio tour 'The Making of Harry Potter'	
Learning Celebrations	World at War exhibition		Showcase of aspect within curriculum		End of Year 6 production	
Local Links	Freda's Grave (Brocton Coppice) WW1 Training Camps (Rugeley/Brocton)	Stafford Cenotaph German Cemetery (Cannock Chase)				
Reading (NC)	<p><b>The class text will be used to support the development of reading comprehension, along with the use of other supporting texts.</b></p> <p><b>Word Reading:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Comprehension:</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>. reading books that are structured in different ways and reading for a range of purposes</li> <li>. 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</li> <li>. recommending books that they have read to their peers, giving reasons for their choices</li> <li>. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>. making comparisons within and across books</li> <li>. learning a wider range of poetry by heart</li> </ul> </li> </ul>					

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- 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.

Reading Texts		 		 <p>The Listener by Walter De La Mare If by Rudyard Kipling</p>	 	
Writing Texts	  	 	 	 	  	
Writing (NC)	We will decide on SPaG through weekly planning depending on children's needs and outcomes from teaching. This will include the following					

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**statutory requirements from the National Curriculum:**

**Writing: Sentence Structure/Grammar and Punctuation**

- A secure and controlled use of simple, compound and complex sentences; choices are made to reflect formal and informal situations.
- Control of complex sentences usually shows understanding of manipulation of clauses for different effects.
- Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.
- Range of verbs forms (e.g. conditional and passive) used, mostly accurately.
- Use of passive to affect the presentation of information in a sentence.
- Appropriate choice of tense to support whole text cohesion.
- Modal verbs and adverbs to indicate degrees of possibility, probability and certainty.
- Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses.
- Range of punctuation is mostly accurately used.

**Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)**

- Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.
- Paragraphs are used to develop and expand some ideas, descriptions, themes and events in depth.
- Relationships between paragraphs usually gives clear structure and coherence to the whole story.
- Elements of dialogue, action and description are interwoven appropriately.
- A range of organisational and presentational devices, including use of columns, bullet points and tables, are used to guide the reader.
- 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.
- Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.
- In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail.
- Ideas are mostly organised into appropriately sequenced sections or paragraphs, contributing to the overall effectiveness and shape of the text.
- 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.
- Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning.
- Makes appropriate choices between colloquial language and standard English (match formal and informal situations).
- In narrative descriptions of settings, characters are used appropriately, including integration of dialogue to convey character and advance the action.
- Effective use of well-chosen phrases (e.g. adverbials, expanded noun phrases) are used to engage reader and for clarity of meaning.
- Expanded noun phrases are used to convey complicated information concisely.
- Uses a wider range of narrative techniques to engage the reader (e.g. use of flashback and time-shift).
- Viewpoint is well controlled and convincing.

**Writing: Spelling and Handwriting**

- 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.

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	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					
Audience and Purpose	<p><b>Writing to Entertain</b>  <b>War Game by Michael Foreman</b>          Diary</p> <p><b>Writing to Inform/Persuade</b>  <b>Memorial by Gary Crew and Shaun Tan</b>          Persuasive Letter</p>	<p><b>Writing to Entertain</b>  <b>Varmints</b>          Narrative – message</p> <p><b>Writing to Discuss</b>  <b>Skyward by Sally Deng</b>          Non-Chronological report – Female pilots in the war</p>	<p><b>Writing to Entertain</b>  <b>Rose Blanche by Ian McEwan</b>          Narrative – Historical Adventure</p>	<p><b>Writing to Inform</b>  <b>Three Little Pigs (Literacy Shed Video)</b>          Report</p>	<p><b>Writing to Entertain</b>  <b>The Arrival by Shaun Tan</b>          Narrative -</p> <p><b>Writing to Discuss</b>  <b>Black and British (Illustrated) by David Olusoga</b>          Discuss</p> <p><b>Writing to Inform</b>  <b>The Place for Me (Windrush) by Dame Floella Benjamin</b>          Non-Chronological Report</p>	<p><b>Writing to Entertain</b>  <b>Last by Nicola Davies</b>          Narrative (from Rhino and/or girl)</p> <p><b>Writing to Entertain</b>  <b>The Journey by Francesca Sanna</b>          Narrative –</p> <p><b>Writing to Inform/Persuade</b>  <b>A range of texts and stimulus.</b></p>
Mathematics (White Rose)	<p><b>Place Value</b>  <b>Four Operations</b></p>	<p><b>Fractions</b>  <b>Converting Units</b></p>	<p><b>Ratio</b>  <b>Algebra</b>  <b>Decimals</b></p>	<p><b>Fractions, decimals and percentages</b>  <b>Area, perimeter and volume</b>  <b>Statistics</b></p>	<p><b>Shape</b>  <b>Position and direction</b></p>	<p><b>Themed projects, consolidation and problem solving</b></p>
Science	<p><b>Animals including Humans</b></p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Electricity</b></p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Living Things and their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about</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</p>	

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	<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 way human bodies function.</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 loudness of buzzers and the on/off position of switches.</p>	<p>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>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>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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>
History	<b>World War I</b> A study of the Western Front and trenches and life on the home front.		<b>World War II</b> A study of the battle of Britain, Dunkirk, D-Day landings, the holocaust, Blitz, liberation of the camps.		<b>Windrush</b> A study of the immigrants from the Caribbean and the post-war immigration boom.
Geography	<b>Study of Europe</b> An in-depth study of Europe.		<b>This is Our World</b> Understand the world as a whole and the geographical make-up of the globe.		<b>Our Changing World</b> Understand how human behaviour is affecting our climate
MFL	<b>Phonetics 1-4 (C)</b> <b>Le nombres (1-100)</b>	<b>Les Verbes Reguiliers (C)</b> <b>Regular verbs</b>	<b>La Famille (I)</b> <b>My family</b>	<b>A l'École (P)</b> <b>School</b>	<b>Au café (I)</b> <b>At the café</b> <b>Le weekend (P)</b> <b>At the weekend</b>
Art	<b>Sculpture</b>  <b>Artist focus:</b> Paul Cummins and Tom Piper Use clay to create Poppy sculptures.		<b>Painting</b>  <b>Artist Focus:</b> Evelyn Dunbar Produce a painting of an aspect of WWII in the style of Evelyn Dunbar.		<b>Drawing</b>  <b>Artist Focus:</b> Jim Kay Produce illustrations inspired by Jim Kay.

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<b>Design and Technology</b>	<b>Food and Nutrition: Culture and Seasonality</b> To design and create a snack for ourselves to enjoy at the Christmas party.		<b>Electrical Systems: More Complex Switches and Circuits</b> To design and make an alarm system to keep themselves safe on their walk to school.		<b>Textiles: Combining Fabrics</b> To design and make a memory cushion for ourselves as a keepsake of our time at Barnfields.	
<b>Computing (Kapow Primary)</b>	<b>Computer systems and networks: Bletchley Park</b>  Investigate secret codes and how they are created, exploring 'brute force' hacking and learn how to make passwords more secure.	<b>Programming: Intro to Python</b>  Introduction to the text-based programming language Python, which is the language behind many apps and programs	<b>Data handling 1: Big Data 1</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 used to help people in a variety of different scenarios.	<b>Creating Media: History of computers</b>  Learn about Bletchley Park, including key historical figures, how the first modern computers were created and how computers have evolved over time	<b>Data handling 2: Big Data 2</b>  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	<b>Skills Showcase: Inventing a product</b>  Reflecting on and showcasing their computing skills, pupils create an entire project around a specific theme
<b>Music</b>	<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 Me</b>  The role of women in music Your identity in music	<b>Reflect, Rewind and Replay</b>  Classical
<b>Physical Education</b>	<b>Gymnastics – Floor</b>  <b>Invasion Games - Netball</b>	<b>Gymnastics - Apparatus</b> <b>Invasion Games- Basketball</b>	<b>Net and wall- tennis</b>  <b>Invasion games- Hockey</b>	<b>Invasion Games- Netball (refined)</b> <b>Invasion Games- Tag Rugby</b>	<b>Dance</b>  <b>Athletics</b>	<b>Dance</b>  <b>Striking and fielding</b>
<b>Relationships, Sex and Health Education (Jigsaw PSHE)</b>	<b>Being Me</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

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Religious Education (Staffordshire Agreed Syllabus)	<b>Commitment</b> Islam What is the best way for a Muslim to show commitment to God?	<b>Incarnation</b> Christianity How significant is it that Mary was Jesus' mother?	<b>Meanings</b> Christianity Is anything ever eternal?	<b>Gospel</b> Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Sacred Writings</b> Islam How is the Qur'an vital to Muslims today?	<b>Moral values</b> Islam Does belief in Akhirah (life after death) help Muslims lead good lives?
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