Westley Curriculum Long Term Plan

Year 6

	Autumn	Spring	Summer
Art	**Autumn Leaves** Students use basic pencil skills to draw leaves. They colour match using watercolours and oil pastels. Using polyprint and water based inks the students print a book cover. **African Art** Students research African pattern and mask shapes using i pads. They then build their own mask and decorate it using a variety of materials.	**Landscapes** Students study different artistic styles and artists focusing on landscapes. Using different medium students work in varied ways leading onto creating a clay landscape tile.	**Sculptors OR** Pupils will be discovering the work of British sculptor Tony Cragg and other contemporary sculptors such as Antony Gormley and Anish Kapoor. Students will be drawing and building sculptures in response to their research. **Portraiture OR** Students study drawing faces. Looking at a variety of artistic styles. **Illuminated letters** Students study and work in the style of William Morris. Using their research they design and paint their own illuminated letter on handmade paper.
DT **Please note that the Technology Curriculum is taught in 12 week blocks rather than termly.**	**12 weeks of Workshop** **Jigsaw** Computers are used to create a picture which is printed on card, laminate and framed The picture is finally cut into 10-12 jigsaw pieces. **Steady Hand Game** A small base is made which houses a simple electrical circuit. This drives an L.E.D. when the player fails to complete the wire course. A backdrop is made, in a similar way to the jigsaw project, to hold the L.E.D. in a suitable position.	**12 weeks of Food Studies** Working and developing key skills introduced in year 5, understanding the principles of health, hygiene and safety and awareness of food origin: chopping, weighing, measuring, different methods of cooking, making pastry, following a recipe. Tuna pasta salad, pizza, tuna and cheese wraps with homemade coleslaw, scones, flapjacks and cheese and courgette muffins.	**12 weeks of Textiles** **Mobile Phone/Electronic Gadget pouch** This project is designed to develop pupils' skills with sewing machines whilst encouraging them to think about the design of the work and its intended use. **Soft Toy Fridge Magnet** This further develops pupils' skills with sewing machines. The project is designed to challenge pupils to produce quality work.
English	Michael Morpurgo Reading Challenge Narrative Suspense Journalistic Writing Poetry – Personification Biography and Autobiography Play scripts Non-chronological reports	Explanation texts Letters Recount Narrative Reading: Short Stories Persuasive Writing Discursive Writing	Revision of reading and writing tools studied throughout Key Stage 2 Michael Morpurgo Reading Challenge Poetry
Geography	**UK investigating who we are** Exploring characteristics of the UK in terms of human and physical characteristics. What is the identity of the UK? Do we relate to it?	**Weather and climate** Differences between weather and climate and features Climatic zones and local weather Climatic change and impacts Awareness of environmental issues on a global scale Changing own lifestyles to help protect planet	**Food For Thought** What effect does food have on a culture? Where does our food come from? Appreciate that food comes from long distances Focus on how chocolate is produced The importance of fair trade Awareness of environmental issues on a global scale Changing own lifestyles to help protect planet
History	**The Romans: The Growth of an Empire** How Roman began: Myth and fact Changing Rome from Republic to Empire Mapping and naming the Roman Empire The Roman Army: Conquering for Rome Cade Study of Colchester Museum Visit The Invasions of Britain and the Boudiccan Revolt	The **Romans: Life in the Empire** The key features of Roman Society Project work: Roman lifestyles and homes The art of the Roman Empire The changing faith of Rome from Polytheism to Christianity How did Rome change the lands it conquered?	**The Struggle for Britain: Vikings and Saxons** Who were the Anglo-Saxons? The Anglo-Saxons and 'Anglia' Who were the Vikings? Going 'a viking': The raiding of Britain From raiding to settlement: Viking Britain and the Danelaw The beginning of the end: Edward the Confessor

ICT	Use technology safely, respectfully and responsibly Logging in and switching accounts on different devices: iPads, Chromebooks and network computers Understand what a spreadsheet does Identify key elements of a spreadsheet in both Excel and Google Sheets Create graphs and manipulate data with simple formula in spreadsheets Use sequence, selection, and repetition in programs like Scratch to create content which achieves specific goals and meets given criteria Through Code Studio, design, write and debug programs and solve problems by decomposing them into smaller parts Take part in an international 'Hour of Code' event	Use technology safely and be able to report concerns about online content and interactions Understand the components of a computer system Explore networks; working to understand the purpose of devices on a network Model the Internet and differentiate between the world wide web and the Internet Explore software apps like lightbot to debug algorithms Look at animations with Pivot animator, Scratch and design stop motion animation projects	Recognize inputs, outputs and processes when creating and solving problems in technology Explore code breaking with a focus on Alan Turing Use sequence, selection, and repetition in programs like Scratch to create content which achieves specific goals and meets given criteria through Code Club projects Activities Week Summative task: Students work independently or in pairs to create a piece of work which demonstrates their ability to use a variety of software to create a reflection on their Activities Week experience. Students will also use skills of peer and self-assessment.
Maths	• Number and place value • Mental and written addition, subtraction, multiplication and division • Problem solving, reasoning and algebra • Decimals, percentages and their equivalence to fractions • Measurement: Time, weight, capacity and length • Fractions, ratio and proportion • Geometry: properties of shapes	• Number and place value • Mental and written addition, subtraction, multiplication and division • Problem solving, reasoning and algebra • Decimals, percentages and their equivalence to fractions • Measurement: Time, weight, capacity and length • Fractions, ratio and proportion • Geometry: position and direction • Statistics	• Number and place value • Mental and written addition, subtraction, multiplication and division • Problem solving, reasoning and algebra • Decimals, percentages and their equivalence to fractions • Measurement: Time, weight, capacity and length • Fractions, ratio and proportion • Geometry: position & direction and properties of shapes • Statistics

MFL	**'Au Collège'** - *Name school subjects and be able to talk about your favourite subjects* - *Give opinions about subjects and be able to justify opinions* - *Use qualifiers when giving opinions* - *Use third person of verbs to describe other people's opinions* - *Tell the time in French* - *Give information about the school day* - *Compare French and English typical school day* - *Know the names of clothes* - *Describe school uniform using range of adjectives* - *Use adjective agreements correctly* - *Describe school day, learning some new verbs in first person* - *Use of third person with regular -er verbs*	**'En Bonne Santé'** - *Know parts of body* - *Use of definite and indefinite article* - *Revision of verb 'avoir' in present tense* - *Extend knowledge of adjectives* - *Revision of agreement of adjectives* - *Learn how to say you are unwell* - *Create short role plays at the chemist / doctors* - *Use of the imperative for instructions* - *Learn the names of popular sports* - *Say what is your favourite sport and give opinions* - *Learn the verbs 'jouer' and 'faire' in the present tense* - *Talk about healthy and unhealthy food* - *Extend knowledge of food vocabulary* - *Learn how to say what you eat and drink* - *Learn words for describing frequency* - *Investigate French eating habits and mealtime vocabulary and structures*	**'J'habite'** - Say whether you live in town or the countryside and say which you prefer - *Name the countries which make up the UK* - *Say where you live and ask others where they live* - *Learn about some places and regions of France* - *Use the verb 'habiter' in the first and third person* - *Learn the names of some European countries; be able to identify their capital cities and locate them on a map* - *Investigate how to say 'in' with masculine and feminine countries* - *Be able to say your nationality and talk about other people's nationality* - *Investigate patterns in adjective endings* - *Use the verb 'être' in the first and third person* - *Learn names of different means of transport* - *Be able to say how you travel to different places* - *Say what you think of transport and extend knowledge of adjectives* - *Use the comparative (plus / moins que)* - *Learn about another French speaking country 'Maroc'. Pupils to research geography and different aspects of the country's culture before presenting information to the class.*
Music	**Pictures at an Exhibition** Use Mussorgsky's *Pictures at an Exhibition* as a stimulus for composing. Develop skills in - composing rhythms and pitches - selecting appropriate sounds and instruments - using vocal sounds - chords - structure,e.g Rondo **African Music** - Understand the of origins of African Music - Know the musical features of African Music - Perform with accurate drumming skills - Develop rhythmic skills using African Drums - Perform in an ensemble - Learn about the pentatonic scale	**African Music (continued from Autumn Term)** Then: **Journey To Space** Inspired by Holst's *The Planet Suite*, pupils develop composing skills, in particular create timbres and effects using ICT - Listen and describe sounds using musical vocabulary - Compose using a wide range of sounds - Use concords and discords - Manipulate sounds using ICT - Performing as a class - Use vocal sounds	**Blues Music** - Understand the of origins of Blues origins - Understand the of musical features of Blues - Develop keyboard skills – finding notes and chords accurately - Improvising - Performing accurately within the groups piece and the structure of a Blues performance **Song-writing** - Sing songs - Develop an understanding of structure - Using knowledge of chords, build up an accompaniment - Explore lyrics - Use lyrics to an existing song - Develop new melodies to fit the song
PE	**PE** Gymnastics: Group Dynamics Dance: Warriors & Monsters OAA: Partner & small group work **Games** Invasion games: Football, Rugby, Hockey, Netball & Basketball	**PE** Gymnastics: Group Dynamics Dance: Warriors & Monsters OAA: Partner & small group work **Games** Invasion games: Football, Rugby, Hockey, Netball & Basketball	**PE** Athletics: Development of throwing, running and jumping events **Games** Striking Games: Cricket & Rounders Net Games: Tennis & Badminton
PSHE	**Internet Safety**	**Citizenship**	**Healthy Mind** Coping with pressure

| | | British values

Hygiene and health,

Money

Inspirational people | |
|---|---|---|---|
| **RE** | **Christianity**

A Pilgrim's Progress | | **Hinduism** |
| **Science** | **Forces**
- What do we know? A number of activities to test out your knowledge of forces.
- Gravity and Weight: explaining gravity and what affects it, using the Newtonmeter.
- Friction: investigating the effects of friction.
- Air and water resistance: investigating falling objects and sinking objects.
- Balanced and unbalanced forces (weighing in and out of water).
- Levers, pulleys and gears.

Materials
- Does it dissolve?
- Investigating dissolving in sugar: temp, size of grains etc.
- Separating techniques: filtering, evaporation, distillation, chromatography.
- How to separate the 'Magic Mixture'?
- Conservation of mass?
- Reversible and irreversible changes.
- The Rocket investigation | **Adaptation**
- Habitats: plant and animal adaptations linked to habitat.
- 'The Egg Hatches': design a creature that will need to be adapted to its habitat. How will it adapt when the habitat changes?
- Charles Darwin and evolution.
- Natural Selection: the idea that adaptations may lead to evolution.
- Evolution: living things change over time and how fossils can provide evidence for the theory.

Electricity
- Circuit diagrams (drawing and building circuits).
- How does number of cells/ voltage affect the brightness of bulbs etc.
- Comparing variations in how components function.
- Investigate how the length/ thickness of wire affects brightness of bulbs etc. | **Light**
- How is a shadow formed?
- How does light travel?
- Reflection: how do we see things?
- What does light do when it meets a surface?
- Investigate the angle of reflection/size of shadows.

Classification and Food Chains
- How are living things classified into groups?
- The animal kingdom.
- The plant kingdom. (Microorganisms)
- Using keys to identify living things.
- Food chains and feeding relationships.
- Food webs and interdependence. |