



**Thorpe C of E Primary School**  
**Curriculum Plan - Upper Key Stage 2 ( Year 6)**

Website

Through Christ who strengthens us, all will flourish at our school, with *Faith, Love and Excellence*

Our Values	Respect	Kindness	Honesty	Responsibility	Trust	Resilience
Topaz (Y6)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SHORT HT	Summer 2
<b>English</b>	<p><b>NF:</b> Living Things Non chronological reports (2 weeks)  <i>Relative clauses, present perfect tense, formal conjunctions</i></p> <p><b>F:</b> Narrative            Who let the Gods out? (3 weeks)            Chapter 7  <i>Setting /Speech to advance the action, parenthesis, character description</i></p> <p><b>F:</b> Diary entry Who Let the God's Out? (1 week)  <i>Mini Grammar Focus</i></p>	<p><b>NF:</b> Explanation Text Circulatory System (3 weeks)  <i>Features of the genre</i>  <i>Passive verbs, devices to build cohesion within and across a paragraph, use of the semi-colon, colon and dash</i></p> <p><b>F:</b> October, October            Narrative and Poetry (3 weeks)            TBC</p> <p><b>P:</b> The Lighthouse  <i>Figurative Language</i></p>	<p><b>NF:</b> Recount letter from soldiers on front line (2 weeks)  <i>Passive verbs, perfect verb form, relative pronouns and semi colons. Formal and informal vocabulary and structures.</i></p> <p><b>F:</b> When we were warriors (3 weeks)            Setting description/ speech characterisation  <i>Parenthesis, varied sentence length for effect, adverbials of manner</i></p> <p><b>F:</b> Beyond the Lines – film            Descriptive writing  <i>Dialogue to convey a character</i>  <i>Commas to avoid ambiguity.</i></p>	<p><b>NF:</b> Balanced Argument – Evaluate the effectiveness of an aspect of WW2 (3 weeks)  <i>Formal vocabulary and structures</i>  <i>Cohesive devices</i></p> <p><b>NF:</b> Biography (Anne Frank) 2 weeks  <i>Passive voice</i>  <i>Subjunctive form</i>  <i>parenthesis</i></p>	<p><b>F:</b> Narrative Suspense            Alma – film            Developing a sequel (2 weeks)  <i>Develop mood and atmosphere through word choices and imagery</i></p> <p><b>F/P:</b> High Way Man – Setting description (2 weeks)            Precise language choices across descriptive, verb and adverbial detail</p>	<p><b>F:</b> Holes – Characterisation            Across half term            Diary Entry  <i>Develop understanding of plot, character and themes</i>  <i>Writing in character</i></p>
<b>Maths</b>	<p><b>Place Value</b> (2 weeks)  <b>Addition, Subtraction, Multiplication and Division</b> (5 weeks)</p>	<p><b>Fractions</b> (4 weeks)  <b>Geometry</b> (2 weeks)</p>	<p><b>Decimals</b> (2 weeks)  <b>Percentages</b> (2 weeks)  <b>Algebra</b> (2 weeks)</p>	<p><b>Measurement</b> (1 week)  <b>Perimeter, Area and Volume</b> (2 weeks)  <b>Ratio</b> (2 weeks)</p>	<p><b>Statistics</b> (2 weeks)  <b>Geometry</b> (3 weeks)  <a href="#">Maths Link to Summer 2 Geography</a></p>	<b>Project based Maths</b>
<b>R.E</b>	For Christians, what difference does it make to belong to God's Kingdom?	How is God Three – and yet One? <b>Church visit</b>	ISLAM: What helps Muslims to live a good life?	What do Christians believe about the Messiah – and why is it good news?	BUDDHISM: What is the 'Buddhist way of life'?	Thematic unit: Who am I and where do I belong?
<b>History and Geography</b>	<p><b>History</b>            How did the Ancient Greek Civilisation influence the western world?</p>	<p><b>Our Local Area –</b>            How green is Surrey?</p>	<p><b>History</b>            Did WW1 or WW2 have the greatest impact on our local area?             A local historical study</p>			<p><b>Our World</b>  <i>How is our chosen area affected by climate change, human behaviour and physical changes?</i></p>
<b>Science</b>	Living things and their habitats What do different microorganisms do? Are they harmful?	Animals including humans What affects our blood and how does this impact our bodies?	Evolution and heritance. What do we mean by evolution?	Light How does light help us to see?	Electricity Can we explain the different ways we can change a circuit and what are the effects of those changes?	

<p><b>Art and DT</b></p>	<p><b>Drawing:</b> The Portrait Project (first week back in school).</p> <p><b>Science - Evolution and inheritance.</b> <b>Drawing &amp; 3D sculpture (clay),</b> mark making with clay: How are artists inspired by the natural world? (Ceramic artist focus: Laura Mcnamara)</p>		<p><b>DT</b> <b>Computing</b></p> <p>Design and make a torch to warn of possible air raids. Using Crumble to control their torch. <a href="file:///T:/DT%20Subject%20Leader/Crumble%20Getting%20Started%20Guide%2015-11-2015.pdf">file:///T:/DT%20Subject%20Leader/Crumble%20Getting%20Started%20Guide%2015-11-2015.pdf</a></p>	<p><b>Art</b> <b>History – WW1 &amp; WW2</b> <b>Drawing</b></p> <p>How does Henry Moore use different art elements in his artwork? How does Henry Moore represent World War II?</p>	<p><b>Art</b> <b>Painting &amp; Drawing</b></p> <p>How and why does the work of Romero Britto set out to communicate feelings and emotions? How and why does your own work communicate feelings and emotions?</p> <p><b>Textiles</b></p> <p>Using Computer Aided Design to design and create a drawstring bag. Using tie dye and applique to make their product appealing.</p>	
<p><b>Computing and French</b></p>	<p><b>What is a micro-bit?</b> Programming Online safety lesson 1 and 2 online safety week.</p>	<p>How do I talk about my hobbies and what I like/dislike to do? Year 6 French Rigolo 2 Unit 7 Le weekend.</p>	<p><b>Who are histories computing heroes?</b> <i>Computing systems and networks:</i> Bletchley Park</p> <p>Online Safety Lessons 3</p>	<p>How do I describe the clothes I like and what I like to wear? Year 6 French Rigolo 2 Unit 8 Les Vetements.</p>	<p>How and why is the political system in France different from the UK? Year 6 French.</p>	<p><b>Why is data important in real life?</b> Data Handling: Big data 1</p> <p>Online safety lesson 4 and 5.</p>
<p><b>PE</b> <b>Cogs and Focus</b></p>	<p><b>Term 1 Personal</b> Real PE Unit 1 (3 weeks) Ball skills coordination and Agility reaction and response.  Get set 4 PE – <b>Netball</b> (3 weeks)</p>	<p><b>Term 2 Social</b> Volleyball / handball Based on real PE Unit 2 Seated static balance Floor work with static Balance  Get set 4 PE – <b>Volleyball</b>/seated volleyball (3 weeks – lesson 4-6)</p>	<p><b>Term 3 Cognitive</b> Tag rugby Based on real PE Unit 3 Dynamic Balance on a line and counterbalance with a partner  Get set 4 PE – <b>Tag rugby</b> (3 weeks – lesson 4-6)</p>	<p><b>Term 4 Creative</b> Based on real PE Unit 5 Seated static balance and Footwork coordination  Get set 4 PE – <b>Hockey</b> (3 weeks – lesson 4-6)</p>	<p><b>Term 5 Physical</b> Get set 4 PE - Athletics</p>	<p><b>Term 6 Health and Fitness</b> Based on real PE Unit 6 Sending and receiving And ball chasing.  Get set 4 PE – <b>Cricket</b> (3 weeks – lesson 4-6)</p>
	<p>Real gym unit 1 Rhythmic sequences with hand apparatus Bench sequences.</p>	<p>Get set 4 PE dance Stamp, clap.  Twinkle Toes – street dance unit (on 365)</p>	<p>Real gym Unit 2 Acrobatic sequences with partners Climbing sequences using large apparatus.</p>	<p>Real Dance (3 weeks)  OAA on Get Set 4 PE (3 weeks – lesson 4-6)</p>	<p>Based on real PE Unit 4 Jumping and landing and static balance on one leg  Get set 4 PE – <b>Tennis</b> (3 weeks – lesson 4-6)</p>	<p>Swimming</p>
<p><b>Music and PSHE</b></p>	<p><b>PSHE</b> Y6 Diverse Britain</p>	<p><b>Music</b> Happy Can you choose and play an instrumental part accurately from notation?</p>	<p><b>PSHE</b> Year 6 Growing up</p>	<p><b>Music</b> Classroom Jazz (Year 5 Unit) Can you improvise in a Jazz style and compose your own Blues piece?</p>	<p><b>PSHE</b> Year 6 It's My Body</p>	<p><b>Music</b> Music and Me What is musical identity?</p>

<b>Additional Songs/Music events</b>		Carol Concert		Easter Service		Year 6 Production
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