



# Windmill Hill Primary School

Curriculum Plan 2017-19

Year Group: Year 6

Subjects	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
English	<p><b>Autobiographical Snapshot</b> – children will tell us all about their lives and what makes them so special.</p> <p><b>Instructions</b> – Children will write instructions using a wide range of stimulus.</p>	<p><b>Narrative – Warning Story</b></p> <p>Children will write a story based a central character ignoring some good advice.</p>	<p><b>Recount</b> - Children will write fictional and factual recounts of a past event.</p>	<p><b>Autobiographical Snapshot</b> – children will tell us all about their lives and what makes them so special.</p> <p><b>Instructions</b> – Children will write instructions using a wide range of stimulus.</p>	<p><b>Narrative – Warning Story</b></p> <p>Children will write a story based a central character ignoring some good advice.</p>	<p><b>Recount</b> - Children will write fictional and factual recounts of a past event.</p>
	<p><b>Journalistic writing – Newspaper</b> – Children will be tasked with learning the main features and content of a typical newspaper article.</p>	<p><b>Persuasive Writing</b> – Children will attempt to persuade the reader to agree with their point of view</p>	<p><b>Narrative Opportunity 2</b> – Another opportunity for children to get creative and write a story to show progress.</p>	<p><b>Journalistic writing – Newspaper</b> – Children will be tasked with learning the main features and content of a typical newspaper article.</p>	<p><b>Persuasive Writing</b> – Children will attempt to persuade the reader to agree with their point of view</p>	<p><b>Narrative Opportunity 2</b> – Another opportunity for children to get creative and write a story to show progress.</p>

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	<p><b>Reports</b>  <b>- Non chronological</b>          – Children will be asked to write detailed reports on a wide array of topics based on current affairs and their personal interests.</p>	<p><b>Balanced Argument</b>          – Children will learn to write a evenly weighted discussion on some contentious topics.</p>		<p><b>Reports</b>  <b>- Non chronological</b>          – Children will be asked to write detailed reports on a wide array of topics based on current affairs and their personal interests.</p>	<p><b>Balanced Argument –</b>          Children will learn to write a evenly weighted discussion on some contentious topics.</p>	
<b>Mathematics</b>	<p>Number, Place Value          Addition and subtraction –          Overview of the Formal Methods</p>	<p>Fractions and Decimals</p>	<p>Shape, Data and Measurement</p>	<p>Number, Place Value          Addition and subtraction</p>	<p>Fractions and Decimals</p>	<p>Shape, Data and Measurement</p>
	<p>Number, Place Value          Addition and subtraction –          Overview of the Formal Methods</p> <p><i>*KS2 SATS preparation and revision on ongoing throughout Year Six*</i></p>	<p>Fractions and Decimals</p> <p><i>Maths is planned using a weekly rotation of Topic according to KS2 Curriculum requirements.</i></p>	<p>Geometry and statistics</p>	<p>Number, place value          Multiplication and division</p>	<p>Fractions and Decimals</p>	<p>Geometry and statistics</p>
<b>Science</b>	<p><b>Evolution and Inheritance</b></p>	<p><b>Animals Including Humans</b></p>	<p><b>Living Things and Their Habitats</b></p>	<p><b>Evolution and Inheritance</b></p>	<p><b>Animals Including Humans</b></p>	<p><b>Living Things and Their Habitats</b></p>
	<p><b>Electricity</b></p>	<p><b>Light</b></p>	<p><b>Revision and Testing</b></p>	<p><b>Electricity</b></p>	<p><b>Light</b></p>	<p><b>Revision and Testing</b></p>

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<b>Computing</b>	E – Safety Office Software	Coding	Programming	E – Safety	Coding	Programming
<b>Design and Technology</b>	Autumn art	Spring art	Summer art	Autumn art	Spring art	Summer art
	Halloween, Bonfire night and Christmas. Volcano making.	Valentine’s day Mother’s Day Easter	Father’s Day Earth and Space models	Halloween, Bonfire Night and Christmas. Volcano making.	Valentine’s day Mother’s Day Easter	Father’s Day Earth and space models
<b>Geography</b>		The Amazing Americans			The Amazing Americans	
<b>Art &amp; Design</b>	Autumn art	Spring art Egyptian art	Summer art	Autumn art	Spring art Egyptian art	Summer art
	Halloween, Bonfire night and Christmas. Volcano making.	Valentine’s day Mother’s Day Easter	Father’s Day Earth and space models	Halloween, Bonfire night and Christmas. Volcano making.	Valentine’s day Mother’s Day Easter	Father’s Day Earth and space models
<b>History</b>	Post WW2		Tudors	Post WW2		Tudors
<b>Languages</b>	Reintroduce Vocabulary from previous years  Numbers 1 -30 Animals (Pets) – Name and describe pets using adjectives of colour and size.  I have/ Don’t have. Starting to use simple verbs – I see, Hear, Smell.  Story telling – I want my	Reintroduce Vocabulary from previous years  Le fermier dans son pre – Traditional French song  My Family – Describe members of the family – asking questions about the family.  ABC – Tongue twisters – Sounds, starting to use bilingual dictionary.	Reintroduce Vocabulary from previous years  Food – Healthy and unhealthy eating.  My body – Naming different parts, describing self and others.	Reintroduce Vocabulary from previous years  Numbers 1 -30 Animals (Pets) – Name and describe pets using adjectives of colour and size.  I have/ Don’t have. Starting to use simple verbs – I see, Hear, Smell.  Story telling – I want my	Reintroduce Vocabulary from previous years  Le fermier dans son pre – Traditional French song  My Family – Describe members of the family – asking questions about the family.  ABC – Tongue twisters – Sounds, starting to use	Reintroduce Vocabulary from previous years  Food – Healthy and unhealthy eating.  My body – Naming different parts, describing self and others.

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	Banana – Rewrite a simple version.		Clothes	Banana – Rewrite a simple version.	bilingual dictionary.	Clothes
<b>Music – Rhythm</b>	<p>Revision of djembe drums, agogos and ganzas. Concentrate on correct technique. More complex quick/slow/rhythms. Play on instruments</p> <p>Revise crotchets and quavers and remind the children of their duration. Introduce semi quavers and rests. Clap rhythms using the words ‘fly’ ‘spider’, ‘caterpillar’ and ‘rest’</p>	<p>Play more complex rhythms on instruments using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>	<p>Play more complex rhythms on instruments using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>	<p>Revision of djembe drums, agogos and ganzas. Concentrate on correct technique. More complex quick/slow/rhythms. Play on instruments</p> <p>Revise crotchets and quavers and remind the children of their duration. Introduce semi quavers and rests. Clap rhythms using the words ‘fly’ ‘spider’, ‘caterpillar’ and ‘rest’</p>	<p>Play more complex rhythms on instruments using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>	<p>Play more complex rhythms on instruments using fun sentences to keep in time. Use African and samba rhythms. Introduce up to three rhythms at once. Play each rhythm on a different instrument.</p> <p>Play more complex rhythms using sentences. The notation of the sentences will be written below each sentence.</p>
<b>Music - Singing</b>	Use the ‘tonic sol fa’ scale to practise accuracy in pitch.	Introduce singing in the round. Increase the levels of concentration whilst performing these songs.	Use tongue twister songs to improve diction whilst singing. Ask the children to open and close their mouths properly to improve sound. Pronounce consonants as well as vowels in lyrics.	Use the ‘tonic sol fa’ scale to practise accuracy in pitch.	Introduce singing in the round. Increase the levels of concentration whilst performing these songs.	Use tongue twister songs to improve diction whilst singing. Ask the children to open and close their mouths properly to improve sound. Pronounce consonants as well as vowels in lyrics.
<b>Physical Education (Half term 1 and Half term 2)</b>	<p>Dance - Use a range of movements and patterns.</p> <p>Games – Invasion games and Kicking. Problem solving and</p>	<p>Dance – Use a range of movements and patterns.</p> <p>Games – Invasion. Implement and Kicking.</p>	<p>Gym – Balance, Rolling, Receiving body weight, Bridges and flight.</p> <p>Games – Striking and fielding.</p>	<p>Dance - Use a range of movements and patterns.</p> <p>Games – Invasion games and Kicking. Problem solving and</p>	<p>Dance – Use a range of movements and patterns.</p> <p>Games – Invasion. Implement and Kicking.</p>	<p>Gym – Balance, Rolling, Receiving body weight, Bridges and flight.</p> <p>Games – Striking and fielding.</p>

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	inventing games. Ball Handling.  Outdoor and Adventurous.	Netball	Athletics – Target throwing, running at speed, jumping.	inventing games. Ball Handling.  Outdoor and Adventurous.	Netball	Athletics – Target throwing, running at speed, jumping.
<b>PSHE &amp; Citizenship</b>	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
<b>Performing Arts</b>	Kirsty	Kirsty	Kirsty	Kirsty	Kirsty	Kirsty