



Wellington
PREP SCHOOL

Year 6

Curriculum Planning

Enclosed you will find a brief summary of the Year's curriculum planning for your child.

We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

ENGLISH

Autumn Term

Speaking and Listening

- Year 6 Showcase – including elements of writing, dance and drama

Reading

- Class Reading
- Individual reading

Writing

- Book Study (Holes by Louis Sachar)
- Stylistic literary devices
- Character study
- Diary writing
- Book/film review
- Summaries
- Story road map

Grammar

- Sentence construction and punctuation
- Relative clauses
- Adverbs and adverbial phrases
- Common errors (its and it's)
- homophones
- Connectives
- Complex sentences (main and subordinate clauses)

Comprehension

- Book study: Holes – comprehension (discussion of characters, events and themes)
- Guided reading comprehension tasks

Spelling

- Weekly spelling tests through Spellzone

Spring Term

Spoken Language

- Charity speeches

Reading

- Individual reading with the class teacher or teaching assistant
- Guided Reading - 'The Boy in the Striped Pyjamas.'
- Differentiated comprehension activities linked to inference, language, presentation and structure

Writing

- Fiction: Composition activities linked to the National Gallery Take One Picture Project
- Non-Fiction: Formal persuasive writing linked to Charity Speeches
- Read and Respond activities linked to 'The Boy in the Striped Pyjamas.'

Spelling

- Weekly spelling tests

MATHEMATICS

Please help your child to work on learning and quick recall of times tables. Year 6 will follow the Maths- No Problem! Scheme of Singapore Maths.

Autumn Term

Numbers to 10 million

- Reading, writing, comparing and ordering numbers to 10 million
- Rounding numbers

Four Operations on whole numbers

- Using mixed operations
- Multiplying by two-digit numbers
- Dividing by two-digit numbers
- Solving word problems
- Finding common multiples
- Finding common factors
- Finding prime numbers

Fractions

- Simplifying fractions
- Comparing and ordering fractions
- Adding and subtracting fractions
- Multiplying fractions
- Dividing a fraction by a whole number

Spring Term

- Writing and reading decimals
- Multiplying and dividing decimals
- Converting units of length, mass, volume and time
- Solving word problems using bar models
- Finding the percentage of number and quantity
- Ratio
- Algebra – describing a pattern, writing expressions
- Measurement - area and perimeter
- Geometry – investigating and solving problems with angles

Summer Term

- Every day we practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, -, x, ÷)

- We cover each of the following areas in increasing depth:
- Order and find the difference between positive and negative numbers
- Find simple percentages; express simple fractions as percentages
- Multiply $HTU \times TU$ using standard written methods
- Multiplying $U.t \times U$ and $U.th \times U$ using standard written methods
- Adding and subtracting two decimal numbers using standard column addition
- Recognise events that are equally likely; introduce a probability scale
- Use and convert between metric units of capacity; understand imperial units of capacity
- Begin to interpret a pie chart
- Relationships between units of time; time-zones around the world
- Reflection in up to two mirror lines
- Rotation and translation
- Relate ratio to proportion; solve simple problems involving ratio and proportion
- Recognise prime numbers to at least 20

SCIENCE

Autumn Term

- Simple keys introduction activity
- Classification of living things
- Different kingdoms – comparing plants and fungi
- The animal kingdom - vertebrates
- The animal kingdom – invertebrates
- Test on classification
- Introduce new topic – Light
- Shadows
- Seeing and light sources
- Reflection
- Tricks of the light
- Making rainbows

Spring Term

Indicators

- Know that chemicals can be classified as acid, alkaline or neutral
- Be able to use litmus and universal indicator to test substances.
- Making indicators
- Plan and carry out an investigation into which plant extracts make the best indicators
- Know that mixing an acid and an alkali leads to a reaction

Healthy Living

- Know the basic structure of the digestive system and that we need some nutrients for energy and others to keep our bodies healthy
- Describe the ways in which nutrients are transported within animals via the circulatory system
- Describe the functions of the heart, blood and blood vessels
- Understand how healthy lungs help you when you exercise
- Understand the risks of smoking

- Know that drugs are chemicals that can be helpful or harmful
- Investigate the effects of exercise on pulse rate and general health

Microbes

- Know what microbes are and that all need a microscope to be seen
- Describe some benefits and uses of microbes
- Explain that some diseases are caused by different types of microbe
- Know how basic hygiene can reduce the spread of harmful microbes

Summer Term

- Evolution and Inheritance
- Fossil evidence
- Dinosaurs
- Variation and inheritance
- Adaptation
- Evolution and Charles Darwin
- Life on Earth timeline
- Evolution and Inheritance test
- Chemical Changes
- Bunsen Burners
- Measuring temperature
- Indicators
- Making indicators investigation

GEOGRAPHY

Autumn Term

Mountains

- Major ranges and peaks
- Parts of a mountain
- Weather
- Different types of formation
- Dangers on a mountain
- Inhabitants and types of work on a mountain
- Independent research project on a mountain range

Spring Term

Development and Sierra Leone

- The Development Gap. To appreciate that the world's wealth, resources and powers are not evenly distributed
- How do we measure development and wealth?
- Africa - Mapping skills. To use atlases and globes, and maps at a range of scales to locate UK, Africa and Sierra Leone on a world map
- What is life like in Sierra Leone?
- Comparing the UK with Sierra Leone
- Aid: How can life be improved in Sierra Leone?

- Conflict Diamonds Fair Trade
- What's in the News?

Summer Term

- Microclimates
- Climates – definition and examples in the world, with key characteristics
- Microclimates – definition and what affects a microclimate
- Introduce Microclimate study equipment
- Microclimate field study – predictions, field work, results and conclusions

HISTORY

Autumn Term

Britain and Europe in the 1930s

- Britain in the 1930s – examine the economic, housing and industrial North/South divide and the position of rural England in terms of industrialisation
- Explore the Treaty of Versailles - key points and consequences for all parties involved, look at the background of the First World War
- Examine the early years of Adolf Hitler and beginnings of the Nazi Party - what did they promise Germany?
- The Rise of Adolf Hitler and Nazism in Germany – look at his final rise to power. Night of Long Knives / Reichstag fire. How did Hitler achieve and secure his position as Fuehrer?
- Examine the Nuremberg Rally of 1934 with particular reference to the Hitler Youth. What appealed to the youth of Germany about Hitler and Nazism?
- Explore the abdication of Edward VIII - what were its causes and consequences? Look at the constitutional position of the monarch
- Nazi propaganda – what were its key features, where could it be seen in German society and what were its effects on German society?
- Look at the consistent increase of the Nazi persecution of Jews in Germany and their exclusion from daily life. What were the Nuremberg Laws and what was the nature and consequences of Kristallnacht?
- German expansion in Europe - chart its course from 1934 to 1938. What was the reaction of other European countries and why was this their reaction? Explore the British/French policy of appeasement
- Examine the Munich Crisis. What were its causes, what were the objectives of the participants and how did the policy of appeasement impact upon it? Was it the right policy to adopt?
- What were the immediate causes for the outbreak of World War Two? What was the Soviet Union's position? Examine the Nazi invasion of Czechoslovakia and Poland

Spring Term

World War Two

- Explore the evacuation of children and some women in 1939/1940 Britain. Why did it occur and how was it organised? Look at the Phoney War - causes and nature
- Examine the causes, main events and consequences of the fall of France to Germany. Was the evacuation of Allied forces at Dunkirk a victory of sorts or a defeat?

- Examine the Battle of Britain - events, planes involved on both sides and its impact on the war
- What was the Blitz? When and where did it occur and what was its impact on British society?
- Explore rationing in Britain during the war - why did it occur, how was it organised and how long did it last? Look at the 'Grow your own' initiative
- Examine the early turning points in World War Two: El Alamein, Pearl Harbour and Barbarossa. Causes, course and consequences for the war
- Explore the Battle of Stalingrad - its causes, key events and significance/ consequences for the course of the war
- Look at the D-Day Landings - what were the causes (idea of opening a second front), the initiatives to mislead Germany about its landing sites (Operation Fortitude, the Enigma Code etc.) who were the participants, what were the main events and how did its eventual outcome impact upon the later stages of the war
- Examine the role of women in British society during World War Two. How did they contribute to the war effort. How significant was this?
- End of the war - examine the Battle for Berlin, the fate of Hitler and the German surrender in Europe.
- What was the legacy of the war - for Britain, America, Germany, Soviet Union and Europe
- Explore its political, economic and cultural impact. A divided Europe
- Explore the atomic bombs used on Hiroshima and Nagasaki

Summer Term

Britain since 1945

- Look at the Welfare State - what is it and why was it created? Examine the 'giants blocking the road to progress.'
- Examine the 1950s - focus upon the rise of television, teenagers and rock'n'roll. How did it change British society?
- Explore the Swinging Sixties 1 - look at key historical events and major changes in fashion and music
- The Swinging Sixties 2 - study the World Cup Final of 1966 - look at its course and its impact on British society
- The Swinging Sixties 3 - examine the Beatles - their history, songs, films and their continuing impact on world society
- Examine the origins of the Cold War. When and why did it occur? Who was involved? Explore the different political and economic features of the West and East. Spheres of influence and the growing nuclear threat. What was the Berlin Airlift? Causes and consequences
- Explore the Cuban Missile Crisis (causes, course and outcomes), reasons for the end of the Cold War and the recent, increased East/West tensions over Ukraine.
- Examine the developments in technology, music, fashion, equal rights and Industrial Unrest in the 1970s. Was it a 'good' or 'bad' decade? Why?
- The 1980s - look at the key events such as the war for the Falkland Islands, Live Aid, musical and fashion trends and the impact of a money centric culture in Britain during the decade.
- Explore the 1990s - music and fashion trends, the First Iraq War (causes and consequences) and the increasing impact of the Internet
- Key Historical Skills for transition into KS3 - each week looking at a specific skill - bias, inference and anachronisms

RELIGIOUS STUDIES

Autumn Term

The Big Questions

- Creation and evolution/Big Bang Theory – conflicting theories or is there any common ground?
- Do we have a soul?
- Evaluate our perception of the soul and its relative importance to human beings.
- What is the meaning of life?
- Examine the relative importance of nature and nurture in determining the type of person you are.

Remembrance Day

- Examine the background to and meaning of Remembrance Day.
- Examine the background to and consequences of the Christmas 'Truce' of December 1914 during World War One

Summer Term

- Celebrate national traditions. What does it mean to be 'English?'
- Reflect on the nature of mythology and underlying themes with St George's Day
- Reflections on the consequences and morality of war – link to their experiences visiting the Allied and German cemeteries in Normandy, during the Year 6 French Residential. Introduce and discuss the idea that 'suffering is universal.'
- Write a prayer that would be suitable for a special remembrance service
- Reflecting on events in own lives - contribute favourite memories for the Head Boy and Girl's speech on Leavers' day

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning, which is grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year. PSHE education permeates the curriculum across the school. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

Autumn Term

Health and Wellbeing

- Aspirations
- Identifying strengths and setting goals
- Internet Safety - Fake news

Relationships

- Similarities and differences - including race and ethnicity, gender stereotypes and different cultures

Living in the Wider World

- Roles and responsibilities in Year 6
- Participation in section assemblies
- Morality (history link)

Spring Term

Health and Wellbeing

- Health - physical illness, recognising early signs
- Mental ill health and support available
- Immunisation

Relationships

- Healthy relationships
- Marriage and civil partnerships forming a legally recognised commitment
- Bullying and the effect it can have on mental wellbeing
- Understand that relationships can change as we grow up

Living in the Wider World

- The Nature and Effects of the Holocaust
- To increase knowledge of the legal persecution of Jews in Nazi Germany
- To learn about and understand the nature and effects of the Holocaust
- Learn about the story of Anne Frank
- Learn about the story of Oskar Schindler, his significance in the context of the Holocaust and the courage he displayed in saving Jews from the Holocaust

Politics and Political Parties

- examine a variety of policies relevant to key political parties – which policies would the children choose to implement and why?
- create a new political party, logo, policies and manifesto
- present the party's manifesto to the whole class
- learn about the voting system used in the U.K and hold a 'General Election' vote
- learn how and why laws are made
- examine the role of parliament and M.Ps
- prepare for and undertake a House of Commons style debate - in the classroom - on a chosen issue

Summer Term

Health and Wellbeing

- To understand the physical and emotional changes girls go through at puberty
- To understand the physical and emotional changes boys go through at puberty
- To understand the process of human reproduction
- Understand the importance of making changes in adopting a healthier lifestyle

- Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle
- Take responsibility for their own safety and the safety of others and be able to seek help in an emergency. Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure

Relationships

- Recognise how their behaviour and that of others may influence people both positively and negatively. Reflect on how to deal with feelings about themselves, their family and others in a positive way. Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure. Recognise that when the body changes during puberty it can affect feelings and behaviour. Manage changing emotions and recognise how they can impact on relationships
- Recognise that positive friendships and relationships can promote health and wellbeing
- Identify how to find information and advice through help lines
- Reflect on how to deal with feelings about themselves, their family and others in a positive way.
- Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- Know about and understand the importance of touch in a range of contexts. Recognise when physical contact is acceptable and unacceptable. Judge what kind of physical contact is acceptable or unacceptable in relationships

Living in the Wider World

- To work collaboratively as part of a team to prepare for the summer fair. To raise money for those less fortunate (school charities). Know and understand the principles of charity work. Work collaboratively towards common goals. Reach agreements, make decisions and manage discussions to achieve positive results. Recognise their strengths and how they can contribute to different groups. Take the lead, prioritise actions and work independently and collaboratively towards goals. Respond to challenges, including recognising, taking and managing risk. Identify the skills they need to develop to make their own contribution in the working world in the future. Show initiative and take responsibility for activities that develop enterprise capability
- Enterprise- Generating Income

Residential to Jersey

- To allay any fears about the residential to Jersey
- To set behaviour expectations. To engender a sense of responsibility to each other and to adults on the trip

FRENCH

Autumn Term

- TV-style quiz – to revise vocabulary from last year
- Basic introductions – name, age, family, pets etc - writing simple sentences to describe themselves
- Vocabulary for hair and eye descriptions. Play 'Guess Who' to practise asking questions and giving descriptions of a person's appearance
- Ma Famille – make a simple family tree in French
- Follow recipe and watch a cooking demonstration in French
- Design their own pizzas in French

- Follow recipe in French to make pizza
- Story - Une Nuit Très Froide - rearrange jumbled sentences to sequence the story
- Write simple sentences from the story with illustrations
- Follow simple origami fox instructions - imperative verbs.
- Follow French instructions to make a Christmas snowflake decoration

Spring Term

- Personal presentations to include name, age, description of self, family, pets etc
- Letters to send to French school
- Our town and describing where you live
- French phonics
- Learning common French verbs through songs and other activities (être and avoir)

Summer Term

- Revision of the verb avoir - to have (present tense) Common phrases that use avoir
- The environment – sauvez la planète posters
- Fairy tales in French – produce a puppet show in French for Year 1/2

COMPUTING

Autumn Term

Technology in our lives

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

e-Safety

- Explain the consequences of spending too much time online or on a game

Programming

- Understand that efficient algorithms can be used to solve problems and to plan for specific outcomes
- Design and write programs that accomplish specific goals
- Use sequence, selection and repetition in programs
- Use logical reasoning to detect and correct errors in algorithms and programs

Multimedia

- Select, use and combine a variety of software (including internet services) to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Spring Term

The children will continue to study these 5 areas of the Computing curriculum

- Programming
- Data Handling
- Technology in Our Lives
- Multimedia

- E-Safety
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Support my friends to protect themselves and make good choices online
- Explain the consequences to myself and others of not communicating kindly and respectfully
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs

Summer Term

The children will continue to study these 5 areas of the Computing curriculum:

- Programming
- Data Handling
- Technology in Our Lives
- Multimedia
- E-Safety
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Support my friends to protect themselves and make good choices online
- Explain the consequences to myself and others of not communicating kindly and respectfully.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs

MUSIC

Autumn Term

- Listen to musical extracts to identify and feel steady beat and metre
- Listen to different styles of music
- Explore and invent rhythm patterns including simple ostinato rhythms
- Explore and invent short melodic ideas
- Improvise a piece as a class
- Listen to an interview with a composer
- Compose short pieces of music
- Discuss their work.
- To rehearse and perform with others, including the school choir and other optional ensembles

Spring Term

- To continue to learn pitch notation
- To use electronic keyboards and pupils' own instruments to explore melody and chords
- To learn to sing and perform Easter songs and hymns (virtual event)

- To learn songs for the Year 6 production
- To enjoy a live performance of Mussorgsky's Pictures at an Exhibition (culmination of Autumn term's project)
- To learn songs from 'Jonah-Man Jazz'

Summer Term

- Pupils will learn songs for the Year 6 Production
- Pupils will revisit Mussorgsky's Pictures at an Exhibition in readiness for the live event.
- Pupils will increase their knowledge of traditional pitch notation
- Pupils will play electronic keyboards

DRAMA

Autumn Term

- Getting to know the group. Dracula - rediscovering the story. Start with their own experience of a car journey abroad. Visit the castle. Meet Igor /Dracula. Pair /group work. Hands show different emotions Physical gesture/expression and concentration. Used suggested scenarios. Develop sounds walls /freeze frame

Spring Term

Developing character

- The first few weeks will be preparing for the LAMDA examinations due to take place at the end of January. Following this, students will be introduced to dramatic skills that help to form characters. This will be done through practical exercises, physicality workshops and script work. We will use characters from the Year 6 play as a foundation for this, in order to prepare the students for their performance in the Summer Term. Students will use techniques from various theatre practitioners to develop their movement and vocal skills

Staging a production

- Students will learn the basics of staging a production from the role of the director through to the stage management team. They will practically explore the elements of theatre making in a lead up to their summer performance

Ensemble

- Students will learn practical skills in teamwork and communication. Using practical activities and acting workshops the students will learn techniques in leadership and how to be a team player
- Students will learn the basics of staging a production from the role of the director through to the stage management team. They will practically explore the elements of theatre making in a lead up to their summer performance

Ensemble

Students will learn practical skills in teamwork and communication. Using practical activities and acting workshops the students will learn techniques in leadership and how to be a team player

Summer Term

Year 6 production

ART and DESIGN TECHNOLOGY

Autumn Term

- This term year 6 are using the subject 'holes' to explore materials and different skills in Art. We have begun by developing paper cut-out artwork and we will be looking at artists such as Andy Goldsworthy and Sue Blackwell. They are using the same subject matter with Rachel Marsden who will be using more textile-based work. As usual pupils are encouraged to develop their own interests and skills in Art and will be able to use a wide variety of materials
- DT (one term, on rotation): children will learn how to use the workshop and equipment safely. They will design and make a product, considering it's purpose, appearance and construction. Working with wood, perspex and pattern, they will design and construct a product

Spring Term

- Looking at different forms of Illustration. We are encouraging students to become independent artists by exploring a theme of their choice within a structured framework of workshops.
- Students will be looking at a range of art and illustration work to develop their own ideas. They will begin with a range of experimentation leading to a final piece/s
- Take One Picture whole-school art project

Summer Term

- The aim and philosophy of the Year 6 art curriculum is to enable students to continue to build upon the artistic and technological achievements, experiences and skills, which they have acquired in previous school experience
- 'Swinging Sixties' 'rock n roll' and look at emerging art of the era - such as pop art and poster art
- Explore the given theme and document ideas and experiences in their journals
- Explore and experience working in either textile-based media or digital media
- Produce both personal and group outcomes

PHYSICAL EDUCATION

Autumn Term

Sport and Wellbeing

- Robustness
- SAQ (speed, agility and quickness)
- Swimming
- Yoga

Games

Boys' Rugby

- Developing core skills of passing and tackling
- Developing principles of attack, defence, tactical awareness and teamwork
- Fixtures against other schools

Girls' Hockey

- Developing core skills of dribbling and passing
- Developing principles of attack, defence, tactical awareness and teamwork

- Fixtures against other schools

Movement mornings - developing fundamental movements and increasing physical literacy

Spring Term

Sport and Wellbeing

- Swimming
- Yoga
- S.A.Q. (Speed, Agility & Quickness)
- Robustness

Games

Boys' Rugby

- Developing core skills of passing and tackling
- Developing principles of attack, defence, tactical awareness and teamwork
- Fixtures against other schools

Girls' Hockey

- Developing core skills of dribbling, receiving and sending a pass with different technique (push, slap, hit)
- Developing principles of attack, defence, tactical awareness and teamwork
- Fixtures against other schools

Movement mornings - developing fundamental movements and increasing physical literacy

Summer Term

Sport and Wellbeing

- During the course of the term children will take part in two of the following activities:
- Swimming
- Yoga
- S.A.Q. (Speed, Agility & Quickness)
- Robustness

Games

Cricket

- Continuation and development of basic skills of bowling (developing different styles of bowling - fast & spin), batting (offensive, defensive, tactical play) and fielding. Continuation of hardball cricket
- Learning and revising the rules and beginning to develop tactical play

Athletics

- Introduction to the basic fundamentals to athletics track and field events in a controlled and safe environment. Throws, jumps and running activities will all be covered in preparation for Sports Day

Movement mornings - developing fundamental movements and increasing physical literacy