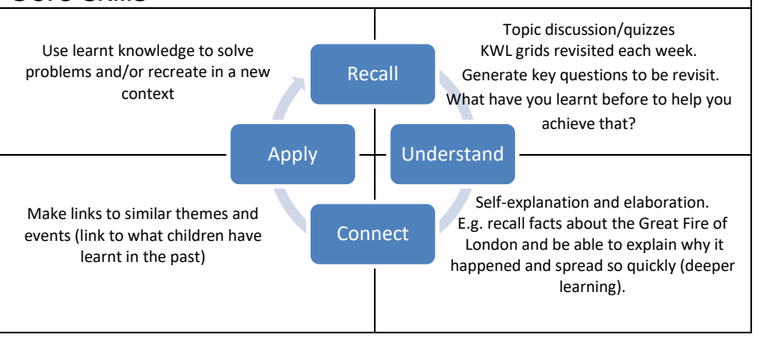
MEXBOROUGH ST JOHNS C OF E PRIMARY SCHOOL

PHASE: KS2 YEAR: 6

Together we believe, together we succeed

INTENT		IMPLEMENTATION
Curriculum vision	Learning values	Core skills
Through our curriculum, our children will become; – ***Effective learners;*** – ***Responsible citizens.***	Our children will: • Speak clearly and articulate ideas confidently. • Use taught vocabulary purposefully and in different contexts. • Show empathy and resilience. • Use new technologies appropriately and with purpose. • Problem solve, explore, question and be curious.	

	Topic 1	Topic 2	Topic 3	Topic 4
Mini topic week 1: Aspirations/basic skills	Topic and Question: WW2: Is it ever right to fight?	Topic and Question: Crime and punishment: Does crime ever pay?	Topic and Question: South America: Are all mountains and rivers the same in South America?	Topic and Question: Evolution and Inheritance: Do you know who you really are?
	Launch: The outbreak of war. Chamberlain announces the outbreak. Children make air raid shelters in the classroom to fit all their group in before the air raid.	Launch: Highwayman visit	Launch: Passport to South America- children create a passport, hop on a plane and fly to their given destination. Children are given a destination and have to find out all the information about their country.	Launch: Creating biomes in the classroom
	Hooks: Visit to Eden Camp Create an evacuee's suitcase	Hooks: Visit to Museum of Justice	Hooks: Food tasting	Hooks: Create a new organism that is adapted to its environment
	Showcase: VE Day celebration and mini museum	Showcase: Assembly to parents	Showcase: Create a documentary about a place in South America.	Showcase: Assembly and mini museum to school
	Key Text: Letters from the Lighthouse	Key Text: The Highwayman Poem The Executioner's Daughter	Key Text: Kensuke's Kingdom	Key Text: Skellig Moth (picture book)
Science	Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Circulatory System Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Scientist Study: William Harvey	Animals including humans Describe the ways in which nutrients and water are transported within animals, including humans.	Living things in their habitats WALT: Explain how organisms are considered to be alive. WALT: Classify living things WALT: Classify animals according to their characteristics.

	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Scientist Study: Study- Ib Al-Haytham Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram. Scientist Study: Michael Faraday			WALT: Investigate, collect data and classify organisms. WALT: Identify, classify and describe micro-organisms WALT: Plan and carry out a science investigation (mould on bread) Evolution and Inheritance WALT: Explain what inheritance is and identify inherited genes. WALT: Show how genes can be inherited from parents to offspring. WALT: Identify how animals are adapted to their environment. WALT: Explain who Charles Darwin was and why he is well-known. WALT: Explain what is meant by evolution. WALT: Explain how fossils are formed and why they are vital evidence to support the theory of evolution. Scientist study: Charles Darwin .
History	WALT: Explain why Britain had to go to war in 1939.			

	WALT: Describe why it was necessary for children to be evacuated. WALT: Give a range of reasons why Britain was able to stand firm against the German threat. WALT: Understand why it was difficult to be sure what life was really like on the Home Front. WALT: Explain what VE day was really like	WALT: Explain how we know what punishments were like 800 years ago. WALT: Understand what the story of Robin Hood tells us about medieval justice. WALT: Describe how crime and punishment changed between 1500 and 1750 WALT: Give reasons why punishments became so bloody in the 1800s. WALT: Explain the reasons why so much changed in crime and punishment in the 19th century. WALT: Give a range of ideas to explain how the way we catch and punish criminals improved in the last 100 years.		
Geography			WALT: Use research skills and present information effectively about a country in South America. WALT: Identify and label lines of latitude and longitude. WALT: Describe the geographical location of places in South America. WALT: Identify human and physical features of Brazil WALT: Compare the Amazon and Thames rivers	

			WALT: Explain and describe mountain ranges in South America WALT: Explain and describe the main features of the Amazon Rainforest Visit to Sheffield Cathedral and city –fieldwork study	
Art and design	**Drawing and study of art works by Henry Moore- shelter images.** Use tone, texture, line and colour Analyse the art work of Henry Moore Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Use lines to represent movement Choose a style of drawing suitable for the work in the style of Henry Moore	**Banksy- Graffiti art** Build up layers of colours Create an accurate pattern showing fine detail Use a range of visual elements to reflect the purpose of the work	**Painting: Romero Britto (1963-)** **Brazilian Artist** Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Develop a personal style of painting, drawing upon ideas from other artists Use brush techniques and the qualities of paint to create texture	**Clay workshop** Use frameworks (such as wire or moulds) to provide stability and form Show precision in techniques Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations Use tools to carve and shapes, texture and pattern Combine visual and tactile qualities
Design Technology	**Design and create a teddy bear for an evacuee** To investigate and evaluate various soft toys.		**Food Technology- cooking Empanadas** To research and sample empanadas.	**Wooden bird/animal boxes** To investigate and evaluate a bird box

	To use various sewing stitches to join fabric. To use a pattern correctly. To create a design board for my soft toy. To create a soft toy. To analyse and evaluate a soft toy.		To practise cutting and chopping skills. To understand food hygiene and safety. To make empanadas To develop a criteria and design an empanada for a vegetarian. To make empanadas from my own design (recipe). . To analyse and evaluate based on a criterion.	To practise cutting and joining skills using tools and nails. To design a bird/animal house based on a criterion. To make a bird/animal house. To analyse and evaluate an bird/animal house.
Computing	**Computer Systems and Networks** Communication and collaboration WALT: Explain the importance of internet addresses WALT: Recognise how data is transferred across the internet WALT: Explain how sharing information online can help people to work together WALT: Evaluate different ways of working together online WALT: Recognise how we communicate using technology WALT: Evaluate different methods of online communication	**Creating Media** Webpage creation WALT: Recognise the need to preview pages WALT: Outline the need for a navigation path WALT: Recognise the implications of linking to content owned by other people **Programming** Variables in games WALT: Define a ‘variable’ as something that is changeable WALT: Explain why a variable is used in a program	**Data and information** Introduction to spreadsheets WALT: create a data set in a spreadsheet WALT: Build a data set in a spreadsheet WALT: Explain that formulas can be used to produce calculated data WALT: Apply formulas to data WALT: Create a spreadsheet to plan an event WALT: Choose suitable ways to present data **Creating Media** 3D modelling	**Creating Media** 3D modelling WALT: Create a 3D model for a given purpose WALT: Plan my own 3D model WALT: Create my own digital 3D model **Programming** Sensing movement WALT: Create a program to run on a controllable device WALT: Explain that selection can control the flow of a program WALT: Update a variable with a user input

	Creating Media Webpage creation WALT: Review an existing website and consider its structure WALT: To plan the features of a web page WALT: consider the ownership and use of images (copyright)	WALT: Choose how to improve a game by using variables WALT: Design a project that builds on a given example WALT: Use my design to create a project WALT: Evaluate my project	WALT: Recognise that you can work in three dimensions on a computer WALT: Identify that digital 3D objects can be modified WALT: Recognise that objects can be combined in a 3D model	WALT: Use a conditional statement to compare a variable to a value WALT: design a project that uses inputs and outputs on a controllable device WALT: Develop a program to use inputs and outputs on a controllable device

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