



THOMSON HOUSE SCHOOL CURRICULUM – YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
IPC TOPICS	<b>TIME TUNNEL (WW2) EXISTING, ENDANGERED, EXTINCT</b>		<b>THE HOLIDAY SHOW OUT OF AFRICA</b>		<b>CLIMATE CONTROL FULL POWER</b>	
ENGLISH	<p><u>Texts:</u> Goodnight Mr Tom; Visual Literacy ‘Beyond The Lines’</p> <p><u>Spellings:</u> revision of Y5/Y6 HFW; statutory spelling list</p> <p><u>Guided Reading:</u> a variety of fiction and non-fiction texts linked to writing genres and topics.</p> <p><u>Handwriting:</u> cursive joins</p> <p><u>Writing:</u> Diary Entries; Advertisements – propaganda; Discursive texts; Setting descriptions and characterisation; First person narrative; Informal Letters; Non-chronological reports.</p> <p><u>Grammar &amp; Punctuation:</u> formal and informal language; complex sentences; colon; semi-colon; parenthetical commas, dashes, brackets</p>		<p><u>Text:</u> I Am Malala; The Hobbit</p> <p><u>Spellings:</u> suffixes and prefixes – revision; statutory spelling list</p> <p><u>Guided Reading:</u> a variety of fiction and non-fiction texts linked to writing genres and topics.</p> <p><u>Handwriting:</u> cursive joins</p> <p><u>Writing:</u> Biography; Newspaper reports; Stories from different cultures; Formal letters; Narrative; Poetry – Power of imagery.</p> <p><u>Grammar &amp; Punctuation:</u> active and passive verbs; secure use of advanced punctuation.</p>		<p><u>Text:</u> Coraline; King Kong</p> <p><u>Spellings:</u> statutory spelling lists; homophone revision</p> <p><u>Guided Reading:</u> a variety of fiction and non-fiction texts linked to writing genres and topics.</p> <p><u>Handwriting:</u> cursive joins</p> <p><u>Writing:</u> Recounts; Evaluative Review- Balanced Argument; Narrative – Adventure; Play scripts; Explanations.</p> <p><u>Grammar &amp; Punctuation:</u> revise the language conventions and grammatical features of the different type of texts; secure use of advanced punctuation</p>	



<p><b>MATHS</b></p>	<p><b>Place Value and Counting:</b> Read and write numbers up to 10,000,000. Understand place value in seven-digit numbers. Rounding any whole numbers with accuracy. Solve number and practical problems that involve ordering and comparing numbers to 10 000 000. Understand and use negative numbers and calculate intervals across zero.</p> <p><b>Addition and Subtraction:</b> Perform mental calculations with mixed operations to carry out calculations involving the four operations. Solve addition and subtraction calculations (see calculation policy); solve problems using addition and subtraction. Use estimation to check answers. Solve multi-step problems in different contexts.</p> <p><b>Multiplication and Division:</b> Perform mental calculations using multiplication and division. Use the formal written methods for long multiplication and long division. To be able to multiply /divide numbers with decimal places. Solve multi-step problems in different contexts. Use estimation to check answers.</p>	<p><b>Fractions:</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions &gt; 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers.</p> <p><b>Position and Direction:</b> -Describe positions on the full coordinate grid (all four quadrants) -Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.</p>	<p><b>Decimals and percentages</b> Demonstrate an understanding of place value including decimals. Recall and use equivalences between simple fractions, decimals and percentages in different contexts. Solve problems involving the calculation of percentages.</p> <p><b>Algebra</b> Use simple formulae eg perimeter of a rectangle or area of a triangle. Generate and describe linear number sequences Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables.</p> <p><b>Measure</b> Use, read, write and convert between standard units converting measurements of length, mass, volume and time. Convert between miles and kilometres</p>	<p><b>Perimeter, area and volume</b> Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units e.g. mm<sup>3</sup> and km<sup>3</sup></p> <p><b>Ratio</b> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find 7/9 of 108. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p><b>Properties of shape</b> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, are vertically opposite, and find missing angles</p>	<p><b>Problem solving</b> Use his/her knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. SATs prep.</p> <p><b>Investigations and transition work for Year 7</b></p>
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<p><b>SCIENCE</b></p>	<p><b>Topic: Existing, Endangered, Extinct.</b> Work scientifically to understand how and why living things are classified; how vertebrates and invertebrates are different; how to classify local plants and animals. To know about the effects of food chains in our locality; about friendly and unfriendly micro-organisms; how fungi are different from plants and animals; why composting is good for the environment. To use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods.</p> <p><b>Animals, including humans:</b> Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood. Recognise the effects of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Topic: Out of Africa - Evolution and Inheritance</b> How life began in the sea then came out of the sea. How fossils provide information about living things from the past. Why the dinosaurs died out. About the classification of plants and animals. How plants and animals reproduce. How living things evolve and change over time. How plants and animals are adapted to their environment. How adaptation leads to evolution. Whether there is life on other planets. Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and provide evidence for evolution.</p> <p><b>Light</b> 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. 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. Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects</p>	<p><b>Topic: Climate Control</b> About energy and what we use it for. About how we get our energy. How our use of energy contributes to the greenhouse effect. How we can reduce our use of energy.</p> <p><b>Electricity (Full Power unit)</b> 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. Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams</p>
<p><b>COMPUTING</b></p>	<p><b>Coding</b> To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of the properties of objects. To use functions and understand why they are useful in 2Code. To debug a program and organise the code into tabs. To organise code into functions and call functions to eliminate surplus code in the program.</p> <p><b>Digital Literacy</b> To find out what a text adventure is. To plan a story adventure. To make a story-based adventure.</p> <p><b>E-Safety</b> Identify benefits and risks of mobile devices broadcasting the location of the user / device. Identify the benefits and risks of giving personal information. Review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying &amp; mental health problems. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment.</p>	<p><b>Networks, Searching and How Computers Work.</b></p> <p><b>Toontastic Digital Story-Making / Animation</b></p> <p><b>Online Safety: Be Internet Legends - Be internet alert. Check it's for real</b> Describe ways to critically evaluate what we see on social media. Explain how social media can mislead or misrepresent reality. Identify different types of line scams children may experience including 'phishing'. Identify sources of support for someone who is worried about anything online.</p>	<p><b>Blogging</b> To identify the purpose of writing a blog; successful blog writing. To plan the theme and content for a blog. To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of regularly updating the content of a blog. To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria.</p> <p><b>Coding Sphero</b> To solve problems by decomposing them into smaller parts. Include use of sequences, variables, selection and repetition in programs and to explore real world problems. To debug easily and quickly by using decomposition. Use logical reasoning to explain how increasingly complex algorithms work.</p> <p><b>E-Safety</b></p>



<p><b>HISTORY</b></p>	<p><b>Topic: Time Tunnel (WW2)</b></p> <p>A depth study of WW2 and its impact on Britain, including the local area. A study of the Battle of Britain as a significant turning point in British history.  Historical Enquiry: What was it like for children in the Second World War?  Significant Individuals: chosen by children, eg Winston Churchill  Key vocabulary: Enquiry, Nation, Interpretation, Migration, Emigrant, Immigrant, Democracy, Causation, War, Battle, Blitz, Evacuation</p>	<p><b>Topic: The Holiday Show/ Out of Africa</b></p> <p>Host Country: Benin  An overview of British history. A study of a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1400  Child led Historical Enquiry  Significant Individuals: Oba Ewedo, Ewuare the Great  Key vocabulary: Enquiry, Animists, Ogiso/Oba, Guild, Brass, Elders, Dynasty, Yam, Cowrie Shell, Oracle, Oral culture, Sacrifice, Ivory, Edo, Ife, Slave trade, Ceremony, Plaque, Igodomigodo, Storyteller, Merchant</p>	<p><b>Topic: Climate Control</b></p> <p>Host Country: Haiti (North American and one of countries identified as being most affected by climate change)</p> <p>No history content in IPC  Child led historical enquiry  Know about the development of climate change  Understand how to address and devise historically valid questions</p>
<p><b>GEOGRAPHY</b></p>	<p><b>Topic: Time Tunnel</b></p> <p>Locate the world’s countries, using maps to focus on Europe concentrating on key physical and human characteristics (location of countries involved in the war)  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Understand how the movements of people affect the physical and human features of a location  Understand how we can use maps to find out about the history of a location</p>	<p><b>Topic: The Holiday Show</b></p> <p>Locate the world’s countries, using maps to focus on Europe (Germany/France) and South America (Costa Rica) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK, key topographical features and land use patterns. Focus on rivers and coasts.  Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of human and physical geography.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, six-figure grid references, symbols and keys.</p>	<p><b>Topic: Climate Control</b></p> <p>Physical geography, including climate zones, biomass and vegetation belts, rivers – how climate change has affected these over times, especially in the dry season.  Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (summer project).  Develop their understanding of key environmental issues (climate change and global warming)</p>
<p><b>ART/DT</b></p>	<p>Children will learn that art is concerned with visual and tactile expression and communication.  They will learn how artists, craftspeople and designers from a variety of traditions - including those of their home country and the host country - use materials, forms and techniques to express their emotions, observations and experiences.  Children will use a wide variety of materials, forms and techniques; they will make judgements about works of art, showing understanding, appreciation, respect and enjoyment.  They will consider works of art in terms of meaning, design, materials, technique, place and time.</p>		
<p><b>PE</b></p>	<p><b>Sport: Swimming</b>  Children will master basic swimming strokes – front crawl, back stroke and breaststroke.</p> <p><b>Sport: Gymnastics</b>  Children will master some basic techniques in balance, agility, core strength and movement. Safe use of equipment.  Children will also review performance, how to improve performance.</p>	<p><b>Sport: Football</b>  Children will master basic movements including running with the ball, tackling, passing.  Children will participate in team games.</p> <p><b>Sport: Rugby</b>  Children will master basic movements including running with the ball, tackling, passing  Children will participate in team games.</p>	<p><b>Sport: Athletics</b>  Children will master basic techniques in field and track events as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Sport: Cricket / Rounders</b>  Children will master basic techniques in striking the ball, running, catching and throwing.</p>



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<p><b>Music</b></p>	<p><b>World War 2 – Jazz and Blues + Harvest Assembly</b> Listen to jazz and blues music from WW2 time. Play Duke Ellington’s C-Jam Blues together on tuned instruments. Improvise for 8 counts while the rest of the class play the 12-bar blues. Compose and perform a 12 Bar Blues with chords, riff and improvisations. <b>Garageband blues + Carol Concert</b> Introduce different Garageband tools plus ipad and splitters/ headphones. Compose and perform a 12 Bar Blues with chords, riff, improvisations and a rhythm pattern using the Garageband app.</p>	<p><b>African drumming</b> How to sit with the djembe drum and strike it in 3 different ways. Develop ability to copy increasingly challenging rhythms. Recall sounds with increasing aural memory. Develop effective improvising within a pulse. Learn call and response sequences. Understanding different roles of drummers in a group. <b>Roots + Spring Concert</b> Singing African call and response songs in 2 groups. Combining rhythm cycles in a percussion piece. Devising rhythmic movements. Developing a descriptive composition. Planning / structuring pieces for a finale.</p>	<p><b>Music History 2</b> Looking at the different decades (1920’s - 2010’s) and developing an understand of how not only instruments have evolved and changed but musical styles too. Recap and expand on Jazz and Blues, Bebop, Ragtime, Rock ‘n’ Roll, Pop, R&amp;B, Soul, Funk, Country, Folk, Rock, Metal, Disco, Punk, Hip hop, Grunge and Dance. Learn to play different styles of music as well as sing songs from the different decades. <b>Journeys + Production songs</b> Singing in 3-part harmony. Developing song cycles for performance, incorporating mixed media. Learn to sing major and minor note patterns accurately. All Y6 children in end of year production.</p>
<p><b>Well-Being Programme/ PSHE / Philosophy</b></p>	<p>Teamwork - class contract; strengths of the community x 1 Kindness Network Rail – safety talk; Road safety talk; Harvest Festival; Gratitude; Big Draw – teamwork Families and People Who Care for Me.x 3 Caring friendships x 3 Diwali; Hanukah; Bonfire Night; Halloween; Eid; Christmas; Anti-Bullying Week x 1 Positive Mental Health x 1 Sustainability x 1</p>	<p>New year, new start – goals x 1 Curiosity St David's Day; British Values; Mother's Day; Easter; St David's Day &amp; St Patrick's Day; World Book Day Safer Internet Day x 1 Drugs and Alcohol x 3 Sex &amp; Relationships Education x 3 Positive Mental Health x 1 Sustainability x 1</p>	<p>Persistence - working towards SATs Courage St George's Day; Healthy Eating - Food Revolution; Sports Day – Teamwork; Ramadan Health &amp; prevention of illness x 1 Being Safe x 3 Transition x 4 Positive Mental Health x 1 Sustainability x 1</p>
<p><b>MFL Spanish</b></p>	<p>Our World And Its Different Climates Present tense - regular verbs in all persons. irregular To go in all forms</p>	<p>Professions. Present tense all persons. Irregular verbs To be and to have. To describe people's personalities. Place adverbs. Shopping. To have a conversation with a shopkeeper.</p>	<p>Media and communication. Past tense regular verbs. Expressing feelings about something that has already happened.</p>