

Hartsfield Year 6 Curriculum

Year 6 Art – Learning Objectives	Autumn	Spring	Summer
• to create sketch books to record their observations and use them to review and revisit ideas	Introduce	Revisit	Revisit
• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Introduce	Revisit	Revisit
• to learn about great artists, architects and designers in history.	Introduce	Revisit	Revisit
Art - Curriculum	Autumn	Spring	Summer
	<p>World War 2 Sketching planes at Duxford ‘Blitz Pics’</p> <ul style="list-style-type: none"> • Look at Blitz scenes and discuss. • Children to mix dark to light red/yellow to paint a wash for the night sky. • Children to design their silhouette skyline based on 1930s London. <p>Watercolour landscapes</p> <ul style="list-style-type: none"> • Look at different landscape examples • Sketch a landscape as a class • Develop own landscape design • Practise colour matching different shades of green using water colour paints 	<p>Clarice Cliff Who was Clarice Cliff? Clarice Cliff and colour theory Own designs Designs in a circle</p> <p>Georgia O’Kieffe Desert Landscapes Zentangles</p>	<p>Telling a story: Stone Age art and legacy piece</p> <ul style="list-style-type: none"> • Look at art from the Stone Age time • Create art work, patterns and hand stencils in the style of cave art • Work collaboratively • Create a collage using a range of materials • Create art work that ‘tells a story’ Inspired by the Stone Age to Iron Age theme • Make reproductions of Cave Paintings • Art inspired by the fossil record <p>Graffiti Art Andy Warhol Lichenstein Graffiti – art or vandalism?</p>

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Year 6 Computing - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	Revisit		
<ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	Revisit		
<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Revisit		
<ul style="list-style-type: none"> 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 		Revisit	Revisit
<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 		Revisit	Revisit
<ul style="list-style-type: none"> 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, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 		Revisit	Revisit
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		Revisit	Revisit

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Year 6 Computing - Curriculum	Autumn	Spring	Summer
	<p>Scratch revision unit</p> <ul style="list-style-type: none"> ● Revise Scratch learnt in previous year groups ● Make a game using skills ● Use code.org to practise and further coding skills <p>We are computational thinkers Hands-on unplugged activities to develop an understanding of some important algorithms. Investigate these when implemented as Scratch or Snap! programs.</p> <ul style="list-style-type: none"> ● Find the shortest route between towns ● Find the smallest number of coins needed to make change ● Random and linear search algorithms ● Binary search algorithms ● Selection sort algorithms ● Quicksort algorithms. 	<p>We are connected Use the school's blogging platform to explore issues related to social media.</p> <ul style="list-style-type: none"> ● Decide on guidelines to follow when debating a controversial topic ● Research the chosen topic, thinking carefully about how to decide whether information is reliable or not ● Argue their own perspective on the topic, backing up their views with relevant sources ● Show respect and tolerance as they respond to others' views ● Think about how reliable sources of information are ● Discuss online bullying <p>Excel Spreadsheets</p> <ul style="list-style-type: none"> ● Enter data and formulae into a spreadsheet ● Order and present data based on calculations ● Add, edit and calculate data ● I can use a spreadsheet to solve problems ● Plan and calculate a spending budget ● Design a spreadsheet for a specific purpose 	<p>We Are Publishers & general word-processing skills</p> <ul style="list-style-type: none"> ● Develop skills using Microsoft Word to design their Yearbook. ● Design your own yearbook. ● Overall structure and design of the yearbook. ● Plan the design and content for your page. ● Collect the photos, text and other media needed for your page. ● Design pages – make sure everything fits well together. ● Ask others to check your work and give you feedback. ● Look through the whole yearbook, spotting mistakes and making suggestions, before the final version is printed off.

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Year 6 Design Technology - Learning Objectives	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	Introduce		Revisit
<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	Introduce		Revisit
Make <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 			Introduce
<ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	Introduce		
Evaluate <ul style="list-style-type: none"> • investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	Introduce		Revisit
<ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world 	Introduce		Revisit
Technical Knowledge <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 			Introduce
<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 			

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<ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 			
<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products. 			
Cooking & Nutrition <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet 	Introduce		
<ul style="list-style-type: none"> •prepare and cook a variety of predominantly savory dishes using a range of cooking techniques 	Introduce		
<ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Introduce		
Design and Technology - Curriculum	Autumn	Spring	Summer
	<p style="text-align: center;">Cakes</p> <ul style="list-style-type: none"> •Investigating cakes •Investigate the effect that rationing had on cooking •Test different possibilities of combination of ingredients •Wartime recipes and rationing •Create a dish using limited ingredients •Developing ideas for wartime cakes •Gathering ingredients and making cakes •Evaluating cakes 		<p style="text-align: center;">Playground Equipment Design</p> <ul style="list-style-type: none"> • Analyse existing playground equipment • Plan a new set of playground equipment based on a design brief • Create a scale model of playground equipment, considering how to strengthen etc • Analyse final design against design brief

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Years 5 & 6 – English Learning Objectives

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading: Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

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- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing: Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Writing: Handwriting & Presentation

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing: Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

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- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- summarising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

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Year 6 – Termly Curriculum Overview		
Autumn	Spring	Summer
<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by :</p> <ul style="list-style-type: none"> •The Book of Butterflies •Letters From the Lighthouse – Emma Carroll •The Hairy Hands of Dartmoor •The Lighthouse - Literacy Shed •Flanders Field – Poem – John McCrae •We shall keep the Faith – Moira Micheal •For the Fallen – Laurence Binyon •Dolce et decorum est – Wilfred Owen •Rose Blanche – Christophe Gallaz and Roberto Innocent <p>Essentials Spelling Year 6</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by:</p> <p>The Highwayman - Alfred Noyes</p> <p>Holes – Louis Sachar</p> <p>The Day the Crayons Quit – Drew Dalwart</p> <p>Essentials Spelling Year 6</p>	<p>See weekly/daily plans for detail:</p> <p>Writing Inspired by:</p> <p>‘The Piano’ (Literacy Shed animated short) - write stories with flashbacks</p> <ul style="list-style-type: none"> •Develop their speaking and listening skills by taking part in a Year Group Production. •Poetry performance for Leavers’ assembly •Present historical information about the Stone Age. •Non-fiction writing - residential write-up <p>Class reader: Wonder</p> <p>Essentials Spelling Year 6</p>

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Year 6 MFL (French)– Learning Objectives	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding	Introduce	Revisit	Revisit
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*		Introduce	Revisit
speak in sentences, using familiar vocabulary, phrases and basic language structures	Introduce	Revisit	Revisit
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Introduce	Revisit	Revisit
present ideas and information orally to a range of audiences			Introduce
read carefully and show understanding of words, phrases and simple writing	Introduce	Revisit	Revisit
appreciate stories, songs, poems and rhymes in the language			Introduce
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Introduce	Revisit	Revisit
write phrases from memory, and adapt these to create new sentences, to express ideas clearly		Introduce	Revisit

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describe people, places, things and actions orally and in writing		Introduce	Revisit
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Introduce	Revisit	Revisit
Year 6 MFL (French) - Curriculum	Autumn	Spring	Summer
	<p>La phonétique quatre</p> <ul style="list-style-type: none"> Final set of phonemes 'Nasal' sounds <p>Au Café</p> <ul style="list-style-type: none"> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. 	<p>A L'Ecole</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school. <p>Les Habitats</p> <ul style="list-style-type: none"> key facts about things that animals and plants 	<p>Moi dans les monde</p> <ul style="list-style-type: none"> About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" and "en/au/aux". <p>Manger et bouger</p>

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	<ul style="list-style-type: none"> • Remember how to say hello, goodbye, please and thank you. <p>Les Week-end</p> <ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend. 	<p>need to survive in their various habitats.</p> <ul style="list-style-type: none"> • examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. • what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • what types of plants live in different habitats and what their particular adaptations are to best suit their environment. 	<ul style="list-style-type: none"> • Name and recognise foods and drinks that are considered good for your health. • Name and recognise foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy life-style. • Learn to make a healthy recipe in French.
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Year 6 Geography – Learning Objectives	Autumn	Spring	Summer
Locational Knowledge <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 			
<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 		Introduce	
<ul style="list-style-type: none"> 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). 			
Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 			
Human & Physical Geography Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			
<ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and 		Introduce	

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the distribution of natural resources including energy, food, minerals and water.			
Geographical Skills & Fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Introduce	
• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Introduce
• 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.		Introduce	
Year 6 Geography - Curriculum	Autumn	Spring	Summer
		The UK <ul style="list-style-type: none"> • What is unique about each of the countries in the UK? • Where do people live in the UK? • What are the main physical features of the UK? • How do human activities affect the UKs landscape? • What work do people do in the UK? • How can the UK manage its energy needs? Our Changing World <ul style="list-style-type: none"> • Weathering and erosion 	Map Skills <ul style="list-style-type: none"> •How can we use maps to develop our knowledge of the British Isles? •Which countries make up the British Isles? •What are their capital cities and where are these located? Learn why map symbols are used and to recognise the OS map symbols. •How can we use maps to find out about the local area? •What is an Ordnance Survey map?

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		<ul style="list-style-type: none"> • Coastal features • Changing coastlines • Changing boundaries • Changing landscapes • What does the future hold? 	<ul style="list-style-type: none"> •How are places, human and physical features represented on OS maps? •What symbols are used on OS maps? •How can we find places on OS maps? •Read grid references on an ordnance survey map •Create a 3D model using map contour lines. •What are the definitions of: 'human feature' and 'physical feature'? •How are these represented on places on Ordnance Survey maps? •What is a six-figure grid reference? •How can we read them? •How is distance represented on a map an Ordnance Survey map? •How is land height shown on Ordnance Survey maps? •What is a contour line? •How can we develop our understanding of contour lines and the features they show? Use map skills to locate a range of places on an OS map. •How is distance represented on a map?
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Year 6 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 		Introduce	
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 			
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 			
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			
<ul style="list-style-type: none"> • a local history study 			
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	Introduce		
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 			
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 			

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<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History - Curriculum	Autumn	Spring	Summer
	<p>Why was winning the Battle of Britain in 1940 so important?</p> <ul style="list-style-type: none"> •What happened during WW2? •What was evacuation? •Which historical sources are the most reliable? Why? •What happened in The Battle of Britain? •Why was the Battle so important? •How did Britain win? •What was it like to take part in The Battle of Britain? •Learn about what the Blitz was and how it affected British people. •Know the key timings of The Blitz. •Know the aircraft involved in the Blitz. •What would life have been like if Britain had not won? •Have a greater understanding of historical figures and records. •Have a greater understanding of what life was like for Jewish people during World War Two 		<p>Stone Age to Iron Age</p> <p>What do we already know about the Stone Age?</p> <ul style="list-style-type: none"> •Use Stone Age Mind Map mind map existing knowledge and ideas •What do we want to find out? • ‘Cave Paintings’ - what images are brought to mind? Crafts. •Prehistoric beasts. •Houses today - what do they look like? How do they differ around the world? Why? •Compare typical houses in cold climates with those in warmer climates. •What is important when it comes to building a house? •What did people eat in the Stone Age? •Where and what is Skara Brae? •What do you know about it? •What are the main differences between life today and in the Stone Age?

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Maths - Learning Objectives YEAR 6	Autumn	Spring	Summer
	<ul style="list-style-type: none"> •Place Value •Multiply and divide by 10, 100 and 1000. •Order of Operations •Choosing effective mental calculation strategies. •Factors, multiples and primes. •Fractions – equivalent, improper, mixed numbers; Add, subtract, multiply and divide •Compare FDP •Fractions/percentages of amounts •Written multiplication, division, addition and subtraction (Including long division) •Properties of 2D shape 	<ul style="list-style-type: none"> •Coordinates •Perimeter, area and volume •Position and direction - Reflection and Translation •Angles •algebra •Measures •Ratio and scale factors •3D Shapes 	<ul style="list-style-type: none"> •Statistics - Mean average Statistics – line graphs, pie charts •Use mathematical reasoning to investigate and solve problems, and to estimate and predict. •Revise equivalence simplifying fractions and changing improper fractions into mixed numbers and vice versa. •Revise formal written methods for all four operations. •Revise topics requested by pupils. •Post-SATs topics (e.g. real life application of money)

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Year 6 Music - Learning Objectives	Autumn	Spring	Summer
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Introduce	Revisit	
• improvise and compose music for a range of purposes using the inter-related dimensions of music	Introduce		
• listen with attention to detail and recall sounds with increasing aural memory	Introduce	Revisit	Revisit
• use and understand staff and other musical notations			
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
• develop an understanding of the history of music.			
Music - Curriculum	Autumn	Spring	Summer
	<p>Charanga Unit: Happy</p> <ul style="list-style-type: none"> • Learn to sing the song • Perform parts of it in groups • Play glockenspiels for relevant parts <p>Songs for WWII assembly</p> <ul style="list-style-type: none"> • Learn and practise songs including harmonies <p>Chrananga unit:</p> <p>Classroom Jazz 2</p> <ul style="list-style-type: none"> • Learn to play the basic melody • Improvise/compose a section • Perform to the class 	Usually we do the Primary Singing Festival in this term!!	Learn and perform songs for the end of year production

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Year 6 PE - Learning Objectives	Autumn	Spring	Summer
• use running, jumping, throwing and catching in isolation and in combination	Introduce	Revisit	Revisit
• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Introduce	Revisit	Revisit
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Introduce	Revisit	Revisit
• perform dances using a range of movement patterns	Introduce	Revisit	
• take part in outdoor and adventurous activity challenges both individually and within a team			Introduce
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Introduce	Revisit	Revisit
Swimming & Water Safety <ul style="list-style-type: none"> • All schools must provide swimming instruction either in KS1 or KS2. • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 			(Introduce – safe self-rescue – PGL)
PE - Curriculum	Autumn	Spring	Summer
	Tag rugby <ul style="list-style-type: none"> • To develop attacking principles, understanding when to run and when to pass. • To be able to use the 'forward pass' and 'offside' rules. • To be able to play games using tagging rules. 	Gymnastics VAL SABIN unit: Counter balance and counter tension <ul style="list-style-type: none"> • To understand and identify counter balance and counter tension • To demonstrate counter balance and counter tension balances in 	Athletics <ul style="list-style-type: none"> • To work collaboratively with a partner to set a steady pace. • To develop your own and others sprinting technique. • To develop power, control and technique for the triple jump.

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	<ul style="list-style-type: none"> • To develop dodging skills to lose a defender. • To develop drawing defence and understanding when to pass. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. <p>Gymnastics VAL SABIN unit: Canon and synchronisation</p> <ul style="list-style-type: none"> • To travel rhythmically and develop timing with a partner using synchronisation and canon • To travel rhythmically and develop timing with a small group using synchronisation and canon • To adapt and develop movements and skills and work co-operatively with a partner • To extend understanding and use of levels, speeds and pathways • To understand compositional principles of sequencing and recognise when they are absent <p>Dance</p> <ul style="list-style-type: none"> • THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements. 	<p>pairs and show changes in shape, level and body parts used</p> <ul style="list-style-type: none"> • To work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence • To adapt and transfer a sequence onto apparatus <p>Sports hall athletics</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination through skipping. • To perform actions that develop agility • To develop control whilst balancing. <p>Handball</p> <ul style="list-style-type: none"> • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. • To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders • To use defending skills to stop an opponent from scoring. 	<ul style="list-style-type: none"> • To develop power, control and technique when throwing for distance. • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <p>Rounders</p> <ul style="list-style-type: none"> • To develop the bowling action and understand the role of the bowler. • To develop batting technique. • To make decisions about where and when to send the ball to stump a batter out. • To develop a variety of fielding techniques and when to use them in a game. • To develop long and short barriers in fielding and understand when to use them. • To apply the rules and skills you have learnt to play in a rounders tournament. <p>Golf</p>
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	<ul style="list-style-type: none"> • To work with others to explore and develop the dance idea. • To use changes in dynamics in response to the stimulus. • THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco theme. • To devise a freeze frame montage in the 1970s theme. • To use feedback to develop and refine a 1970s dance performance. <p>Badminton</p> <ul style="list-style-type: none"> • To develop footwork and the forehand and backhand grip. • To develop rallying and understand how to start a game. • To develop a range of shots to keep a rally going. • To learn how to score points and play in competitive games. • To select and apply the appropriate skill to a game situation. • To show respect, honesty and fair play when competing against an opponent. 	<ul style="list-style-type: none"> • To select and apply the appropriate skill to score goals. • To use defensive skills to gain possession. • To maintain possession under pressure. <p>Tennis</p> <ul style="list-style-type: none"> • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. To learn to use the official scoring system. • To work co-operatively with a partner and employ tactics to outwit an opponent. 	<ul style="list-style-type: none"> • To develop putting technique and accuracy. • To develop the technique for chipping. • To develop technique for a short game. • To develop the technique for a long game. • To select the appropriate shot for the situation. • To design a course and select the appropriate shot for the situation. <p>Ultimate Frisbee</p> <ul style="list-style-type: none"> • Throw a backhand pass and perform a crocodile catch • Throw an advanced backhand pass • Learn the principles of marking and perform a pivot turn • Learn to fake a throw and throw a curve pass • Understand the ‘spirit of the game’ principle • Energetically participate in a game of ultimate Frisbee and demonstrate competence in the keys skills of the game <p>Residential trip to PGL</p>
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Year 6 PSHE – Learning Objectives

Me and My Relationships

- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Describe the consequences of reacting to others in a positive or negative way;
- Suggest ways that people can respond more positively to others.
- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.
- Identify strategies for keeping personal information safe online;
- Describe safe and respectful behaviours when using communication technology.

Valuing Difference

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

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- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

Keeping Myself Safe

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread.
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.
- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.
- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- Demonstrate an understanding that drugs can have both medical and non-medical uses;
- Explain in simple terms some of the laws that control drugs in this country.
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.
- Understand that with independence comes responsibility
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional needs met.

Rights and Responsibilities

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.
- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.

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- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

Being My Best

- Explain what the five ways to wellbeing are;
- Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
- Identify risk factors in a given situation (involving alcohol);
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.

Growing and Changing

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

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<ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV 			
Year 6 PSHE - Curriculum	Autumn	Spring	Summer
	<ul style="list-style-type: none"> •5 Ways to Wellbeing Project •Boys Will be Boys? Challenging Gender Stereotypes •We have more in common than not •Captain Coram – Gin Lane •Captain Coram – the Foundling Hospital •Anti-bullying Week (Positive Words and Receiving Kindness) •UK Parliament Week – understanding the different roles within parliament -what changes would I make and why 	<ul style="list-style-type: none"> •This Will be Your Life •Solve the Friendship Problem •Working Together •Let's negotiate <p style="text-align: center;">Mindfulness sessions provided by the Letchworth Centre for Healthy Living (4 weeks)</p>	<ul style="list-style-type: none"> •RSE Week and relevant objectives •Transition Tasks – friendships, changes, timetables etc. •Drugs and Alcohol (linked to Science)

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Year 6 RE – Learning Objectives	Autumn	Spring	Summer
Beliefs and practices <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations	Introduce	Revisit	Revisit
Sources of wisdom <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities		Introduce	Revisit
Symbols and actions <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning	Introduce	Revisit	Revisit
Prayer, worship and reflection <i>Observe and understand</i> varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Introduce	Revisit	
Identity and belonging <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives	Introduce	Revisit	
Ultimate questions <i>Discuss and present</i> thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth			Introduce
Human responsibility and values <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility			Introduce
Justice and fairness <i>Discuss and apply</i> their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.	Introduce	Revisit	Revisit

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Year 6 RE - Curriculum	Autumn	Spring	Summer
	<p>Christianity and Buddhism:</p> <ul style="list-style-type: none"> •Key Christian and Buddhist features and vocabulary •Identify & compare features of diff. religions •Learn about the life and teachings of the Buddha •Learn about the Four Noble Truths •Consider how moral and religious teachings influence our behaviour •Understand how and why Buddhists pay respect to the Buddha. •Find out about the Buddhist beliefs of karma and rebirth. •Find out where and when Buddhists worship. •Investigate ways of worship and symbolism in Buddhism. •Understand how religious festivals are celebrated •Consider how religious traditions link to traditions of others •To consider the importance of religious festivals within communities 	<p>Christianity and Buddhism:</p> <ul style="list-style-type: none"> •Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. •Understand the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers. •Understand the meaning behind a religious celebration. •Learn about stories of the lives of key religious people and the significance of these the lives of believers today. •Know how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities. 	<p>Christianity and Buddhism:</p> <ul style="list-style-type: none"> •Learn about & compare the beliefs of major religions. •Understand the difference between ultimate and non-ultimate questions, and how religion can offer the answers to some of these. •Understand the meaning of the Holy Trinity for Christians. •Understand the events and meaning of Pentecost. •Understand humans' responsibility for the environment •Understand what Christians believe about environment

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Y6 Science - Learning Objectives	Autumn	Spring	Summer
<p>Working Scientifically (Upper Key Stage 2) During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> •planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •using test results to make predictions to set up further comparative and fair tests 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> •identifying scientific evidence that has been used to support or refute ideas or arguments 	Introduce	Revisit	Revisit
<p>Living things and their habitats</p> <ul style="list-style-type: none"> •describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 		Introduce	

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<ul style="list-style-type: none"> •give reasons for classifying plants and animals based on specific characteristics 		Introduce	
<p>Animals including humans</p> <ul style="list-style-type: none"> •identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 			Introduce
<ul style="list-style-type: none"> •recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 			Introduce
<ul style="list-style-type: none"> •describe the ways in which nutrients and water are transported within animals, including humans 			Introduce
<p>Evolution and inheritance</p> <ul style="list-style-type: none"> •recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 		Introduce	
<ul style="list-style-type: none"> •recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 		Introduce	
<ul style="list-style-type: none"> •identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 		Introduce	
<p>Light</p> <ul style="list-style-type: none"> •recognise that light appears to travel in straight lines 	Introduce		
<ul style="list-style-type: none"> •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 	Introduce		
<ul style="list-style-type: none"> •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 	Introduce		

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<ul style="list-style-type: none"> •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	Introduce		
Electricity <ul style="list-style-type: none"> •associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 	Introduce		
<ul style="list-style-type: none"> •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 	Introduce		
<ul style="list-style-type: none"> •use recognised symbols when representing a simple circuit in a diagram 	Introduce		

Y6 Science - Curriculum	Autumn	Spring	Summer
	<p>Light</p> <ul style="list-style-type: none"> •Light travels from a range of sources in straight lines. <p>Reflections –</p> <ul style="list-style-type: none"> •Non-luminous objects must reflect light •Light travels from the source into our eyes either with or without reflection. •Shiny things reflect light better. <p>Distortions –</p> <ul style="list-style-type: none"> •How we see different objects <p>Shadows-</p> <ul style="list-style-type: none"> •Light travels in straight lines 	<p>Living Things and their Habitats</p> <p>Classification - Kingdoms</p> <ul style="list-style-type: none"> •Describe how living things are classified •Using keys to identify animals – •Branch diagrams •Number key diagrams •Flowering and non-flowering classification •Special features and characteristics of vertebrates and invertebrates •Growing yeast experiment <p>Evolution and Inheritance</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> • The circulatory system • The digestive system • The effect diet, exercise drugs and lifestyle have on your body

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	<ul style="list-style-type: none"> •Shadows have the same shape as the object that cast them •Black out curtain fabric experiment <p>Electricity</p> <p>Circuit diagrams</p> <ul style="list-style-type: none"> •Use recognised symbols when representing a simple circuit in a diagram <p>Changing circuits</p> <ul style="list-style-type: none"> •Compare different circuits •Recognise that the amount of electricity is measured in voltage. •Explore how to change the brightness of bulbs and the volume of a buzzer. •Why do circuits fail? •Explore the effect of thickness of wire in a circuit •Draw series and parallel circuits. 	<ul style="list-style-type: none"> •What characteristics do we inherited? •Animal adaptation in hot and cold places •Changes over time. •The Peppered Moth •Darwin and Finches •The fossilisation process •Evolution of Hominids •Where Homo sapiens evolved from •Famous Scientist – Mary Anning (Continues into Spring Term where necessary)
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