

WPS Curriculum Plan



Year Group: 6

Term: Summer 2

Subject	Learning
History	Autumn 1 and 2
Geography	<p>UK Coasts</p> <ul style="list-style-type: none"> <li>● name and locate a number of the coasts in the United Kingdom (Locational knowledge)</li> <li>● to compare the similarities and differences between the lives of people in each country of the United Kingdom, children’s own life and the lives of people in other places studied. (Human Geography)</li> <li>● to compare the similarities and differences between the lives of people who live on a coast and children’s own life (Human Geography)</li> <li>● describe and understand the main features of a coast (physical geography)</li> <li>● describe how a coast may change over time (physical geography)</li> </ul> <p>Fieldwork Skills</p> <ul style="list-style-type: none"> <li>● Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently</li> <li>● Data is collected with increasing accuracy using a range of methods chosen by the learner, some with standardised measure</li> <li>● Formally present their findings with consideration to what they could do next time and whether their evidence and method of collection was reliable</li> </ul> <p><b>Key Vocabulary</b>                      The Channel Coast, The West Coast, The North Sea Coast, tourism, coastal erosion, sea level rise, tidal wave, bay, spit, dune, arch, stack, estuary</p>
MFL	Spanish Language Angels <ul style="list-style-type: none"> <li>● At The Weekend (PR)</li> </ul>
Art	Summer 1
RE	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>● How does the Triple <a href="#">Refuge</a> help Buddhists in their journey through life?</li> </ul> <p><b>Key Vocabulary</b>                      Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesek, laity, monastic</p>
Science	<ul style="list-style-type: none"> <li>● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p><b>Key Vocabulary</b>                      lifestyle, drug</p>
Working Scientifically	<ul style="list-style-type: none"> <li>● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>● Using test results to make predictions to set up further comparative and fair tests</li> <li>● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
PE	<p>Swimming</p> <p>The following statements are from the Star Swimming Award Scheme Level 5:</p> <ul style="list-style-type: none"> <li>Answer general water safety, survival and rescue questions</li> <li>Enter the pool correctly</li> <li>Swim 10 metres under water passing through a submerged hoop</li> <li>Push and glide on their back for 10 metres</li> <li>Scull head first for 10 metres (feet first)</li> <li>Hold a tucked floating position for 10 seconds</li> <li>Swim 25 metres efficiently front crawl</li> <li>Swim 25 metres efficiently backstroke</li> <li>Swim 25 metres efficiently breaststroke</li> <li>Swim 25 metres efficiently butterfly</li> <li>Perform a safe self-rescue</li> </ul> <p><b>All of the children are swim tested at the beginning of the unit and may be assessed on other statements. The statements range from Level 1-5.</b></p> <p><b>Key vocabulary</b>  Propel, afloat, buoyant, motion, streamline, conserve, flexed</p> <p><b>School games value: self-belief</b></p>
PE with Total Sports	<p>Rounders</p> <ul style="list-style-type: none"> <li>Use a variety of throwing techniques including fake passes to outwit an opponent.</li> <li>Catch and intercept a ball using one and two hands with increasing success in game situations.</li> <li>Receive a ball with consideration to the next move.</li> <li>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</li> <li>Confidently change direction to successfully outwit an opponent.</li> <li>Effectively create and use space for self and others to outwit an opponent.</li> <li>Work collaboratively to create tactics within their team and evaluate the effectiveness of these</li> </ul> <p><b>Key vocabulary</b>  Obstruction, continuous, drive hit, consecutive, consistently, cooperatively, defensive</p> <p><b>School games value: self-belief</b></p>
Computing	<p><b>'Introduction to Python' unit, first 3 lesson on Discovery coding - preparation for Secondary School:</b></p> <ul style="list-style-type: none"> <li>Learn to input information in Python and generate an output by running the code.</li> <li>Learn how to use Python to make simple calculations and recognise symbols for multiplication (*) and division (/).</li> <li>Learn how inputs and variables work.</li> </ul> <p>Plus</p> <p><b>Physical programming – Lego WeDo</b></p> <ul style="list-style-type: none"> <li>I can accurately follow a sequences of instructions</li> <li>I understand the role of sensors</li> </ul>

	<ul style="list-style-type: none"> <li>I use block coding to control a physical model, including setting sensor parameters and loops</li> </ul> <p><b>Key Vocabulary</b> Python, symbol, input, output, variable, sensor</p>
Music	<p><b>Charanga unit:</b> Music and Me  <b>Style of main song:</b> N/A  <b>Unit theme:</b> Create your own music inspired by your identity and women in the music industry.  <b>Performance focus:</b> Their own music using 'Music and Me' ('Identity') as their theme.</p> <p><b>Listening:</b> Talk about the music of the featured female artists, reflecting upon: the style indicators of the song/music, the structure of the song, the instruments/voices they can hear, the musical dimensions used in the song. Describe the mood and story told? Begin to talk about the impact of the artist's family and culture on their music.</p> <p><b>Create:</b> Write your own music using 'Music and Me' ('Identity') as your theme. Talk about how they planned and wrote their compositions in broad terms, describing: which options and tools they chose and why, the key themes they used in their lyrics, the sections they particularly like/dislike and why, whether they worked alone or in a group.</p> <p><b>Perform:</b> Present the performance in an interesting and engaging way, reflect on its strengths and weaknesses, talk about their identity in the music and the performance.</p> <p><b>Key Vocabulary</b> Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>
PSHE and RSE  (highlighted objectives are statutory)	<ul style="list-style-type: none"> <li>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</li> <li>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul> <p><b>Key vocabulary</b> Puberty reproduction, human life-cycle, reproductive organs conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods erection, vagina, contraception, sex</p>
DT	<p>Food Technology - savoury snacks</p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>how to use a range of techniques</li> <li>know that recipes can be adapted to change the appearance, taste, texture and aroma</li> </ul>

	<ul style="list-style-type: none"> <li>● that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> <li>● use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul> <p><b>Key Vocabulary</b>  ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> <p>Computer Programming - Lego crocodiles</p>
British Values	Protected characteristics <ul style="list-style-type: none"> <li>● What is discrimination?</li> <li>● Understanding different types of discrimination.</li> <li>● We are all different – linked to the protected characteristics within Werrington Primary School</li> </ul>
SMSC	<ul style="list-style-type: none"> <li>● Experiencing fascination awe and wonder</li> <li>● Using imagination and creativity in learning</li> <li>● Understanding consequences of actions</li> <li>● Recognising right and wrong and applying it</li> </ul>