

# WPS Curriculum Plan 2019



Year Group: 6

Term: Autumn 1

Topic: The Ancients 1

Subject	Learning
English Cross Curricular	<b>Recount – Howard Carter/Tutankhamun</b> <b>Instructions - mummification</b>
Class Texts	<b>Percy Jackson and the Lightening Thief</b>
Mathematics Cross Curricular	* <b>Food Miles – Tesco store visit Food Labelling activity</b> * <b>Measures – Farm visit (crops)</b> * <b>Time – Geological time periods (Fossils, Ancient Egypt)</b>
History	<b>Ancient Egypt</b> <b>Mayans</b> * Understand how our knowledge of the past is constructed from a range of sources * Make confident use of a variety of sources for independent research * Describe 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
Geography	(Next half term)
MFL	<b>Spanish – Dates, weather and time</b> * Recognise some familiar words and phrases in written form * Read some familiar words aloud using mostly accurate pronunciation * Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings
Art	* Describe the work of various artists using appropriate vocabulary * Justify my preferences towards different styles and different artists * Use techniques colours, tones and effects in an appropriate way...
RE	<b>Judaism Day</b> * Know the features of a synagogue * Understand the concept and rituals linked with Shabbat * To understand the structures of the Torah scrolls * Know about Rosh Hashanah
Science	<b>Living Things &amp; Evolution and classification</b> * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution * 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 * Give reasons for classifying plants and animals based on specific characteristics
Working Scientifically	* Identify scientific evidence that has been used to support or refute ideas or arguments
PE	<b>Cross country</b> * To demonstrate stamina * To use their skills in different situations

	<ul style="list-style-type: none"> <li>* To show precision, control and fluency when running, jumping or throwing</li> <li>* To apply their skills, techniques and ideas consistently</li> <li>* To analyse and explain why they have used specific skills or techniques</li> <li>* To modify use of skills and techniques to improve their work</li> <li>* To create their own success criteria</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>* To develop imaginative dances in a specific style</li> <li>* To choose their own music, style and dance</li> <li>* To apply their skills, techniques and ideas consistently</li> <li>* To show precision, control and fluency</li> <li>* To analyse and explain why they have used specific skills or techniques</li> <li>* To modify use of skills or techniques to improve their work</li> <li>* To create their own success criteria for evaluating</li> </ul>
PE with Premier Sports	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>* To explain complicated rules</li> <li>* To make a team plan and communicate it to others</li> <li>* To lead others in a game situation</li> <li>* To apply their skills, techniques and ideas consistently</li> <li>* To show precision, control and fluency</li> <li>* To analyse and explain why they have used specific skills and techniques</li> <li>* To modify use of skills or techniques to improve their work</li> <li>* To create their own success criteria</li> <li>* To gain possession by working as a team</li> <li>* To pass in the most effective way</li> <li>* To choose the best tactics for attacking and defending and clearly communicate these</li> </ul>
Computing	<p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>* PIXL: introduction to E-safety unit 1</li> <li>* PIXL: social media unit 2</li> </ul> <p><b>We are App Planners</b></p> <ul style="list-style-type: none"> <li>* Design and create a range of programs, systems and content for a given audience</li> </ul>
Music	<ul style="list-style-type: none"> <li>* Appropriately discuss the interrelated dimensions and recognise them in music</li> </ul>
PSHE and RSE	<p><b>SEAL – New beginnings, Emotional well being</b></p> <ul style="list-style-type: none"> <li>* Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'</li> <li>* Understand different levels of confidence and its effect on life</li> </ul>
LORIC	<p><b>Leadership</b></p>
DT	<p><b>Textiles –</b></p> <ul style="list-style-type: none"> <li>* Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</li> <li>* Use technical knowledge accurate skills to problem solve during the making process</li> <li>* 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</li> </ul>
Sustainability	<p><b>Amazon Rain Forest – effects of deforestation</b></p> <p><b>Recycling</b></p> <p><b>Food miles and farm visit to understand local food production</b></p>
British Values	<p><b>Democracy – House Captain elections and school council/eco reps</b></p>

	*Debate topics of interest, express their views and make a meaningful contribution to the running of the school
SMSC	<ul style="list-style-type: none"> <li>* Participating and responding to cultural activities</li> <li>* Preparing for life in modern Britain</li> <li>* Developing and expressing personal views and values</li> <li>* Experiencing fascination, awe and wonder</li> <li>* Pupils have opportunity to explore values and beliefs including religious beliefs</li> </ul>
Themed Weeks	<b>Arts Week</b>
Learning Outside The Classroom	<b>Werrington Tesco visit – Food Miles investigation</b> <b>Kings Dyke Nature Reserve /Browns Farm sustainability trip</b> <b>Jewish Visitor to speak about their religion</b>