

GEMS Curriculum Plan – Year 6

Vision & Values



Helping our children to THRIVE with PRIDE & DRIVE

Curriculum Intent

At Godfrey Ermen, we believe that an interesting, stimulating curriculum is fundamental to our effectiveness as a learning community. Our curriculum has developed from our Vision and Values. We know our pupils well and shape our curriculum around them. We have identified six drivers, which are pertinent to our local setting and allow us to tailor our curriculum to meet the pupils' needs:

Diversity
Readng
Inclusion
Vocabulary
Engagement

Curriculum Implementation (rationale):

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English- Reading	
Reading- Word Reading	Reading- Comprehension
<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. 	<p>To maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 <p>To understand what they read by:</p> <ul style="list-style-type: none"> 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
English - Writing	

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Writing- Transcription	Writing- Handwriting	Writing- Composition	Writing- Vocabulary, Grammar & Punctuation
<p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> • 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 • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • 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 • précising 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] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • 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 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • 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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				<ul style="list-style-type: none"> 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. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Street Child	A Christmas Carol	Pig Heart Boy	Stormbreaker	Holes	Extracts (Titanic and Shackleton)
Genres	New scene - DAD Recount (diary) Informal letter Setting Speech to persuade	Biography Character work Synopsis	Informal Letter Formal Letter Recount (diary) Discursive Afternoon work(topic): WW2 leaflets / Recount (diary work) / letter writing as an evacuee	Discursive Setting description – villain’s lair Formal letter – to MI5 Tense atmosphere Eye-witness account	Playscript – new scene DAD Informal Letter Setting description Character work	Character work Letters Newspaper Recount (diary)
Spoken Language						
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • speak confidently, audibly and effectively, including through: • using Standard English when the context and audience require it • working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines • listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary • planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates 						

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- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Maths

Autumn

Spring

Summer

Number and place value:

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above.

Addition and subtraction:

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Geometry:

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Multiplication and division:

- Multiply multi-digit numbers up to 4-digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4-digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, or by rounding as appropriate for the context.

Fractions, decimals & percentages:

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1 .
- Add and subtract fractions with different denominations 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.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.

Ratio and proportion:

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.

Measurement:

- 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 volume of a cuboid

Geometry:

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

Algebra:

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.

Statistics:

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

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<p>Measurement:</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp. Convert between miles and kilometres. 	<ul style="list-style-type: none"> Use, read, write and convert time from 12 hr to 24 hr and vice versa. Solve problems involving time and timetables. 	
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Vocabulary

Number and Place Value	Addition and Subtraction	Multiplication and Division	Geometry (Position and Direction)	Geometry (Properties of Shape)	Fractions, Decimals and Percentages	Algebra	Data / Statistics
numbers to ten million	order of operations	order of operations common factors common multiples interpret remainders common factors common multiples prime numbers	four quadrants in relation to coordinates translate shapes	vertically opposite angles circumference radius diameter	degree of accuracy simplify simplest form same denomination place value in numbers given to 3 decimal places (tenths, hundredths, thousandths)	formulae linear number sequence substitute variables symbol known values	mean average pie chart construct

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	<i>Technology from Victorians to present day</i>					
Theme	<i>Revolution</i>		<i>A Child's War - WWII</i>		<i>Frozen Kingdom</i>	
Experiences	Trip to Clifton County park Challenge 4 change	Victorian classroom	Stockport Air-raid shelters	Heart dissection	Lego / robotics workshop	Residential
RE						
Ideas about God	Christmas: Advent	Eucharist / Passover	Easter – Who was Jesus?	Life as a journey	People of faith	
<ul style="list-style-type: none"> • make links between beliefs and Bible teaching; • be able to use Bible stories to answer questions about the nature and characteristics of God; • describe and show understanding of how Christian worship reflects belief about God; • show they understand the meaning of the expressions of belief in art, prayer and poetry • explain the Christian beliefs in Celtic art, prayer and poetry • explain how the stories provide answers to questions about God. • be asking and answering questions about the nature and characteristics of God • reflect on and explain what they have learnt 	<ul style="list-style-type: none"> • be able to describe the Symbolism, practices, beliefs and themes of the season of Advent; • know the distinctive beliefs between Jews and Christians with regard to Jesus as the Messiah; • know the story of John the Baptist; • consider what the message of John the Baptist would be today; • know the story of Mary; • be able to highlight the similarities and differences in beliefs between two Christian denominations on the subject of Mary. • consider what they can learn from the lifestyle and message of John the Baptist; • be able to raise questions about truth, values, meaning and belief; 	<ul style="list-style-type: none"> • know why Christians celebrate the Eucharist service; • be able to highlight the links between the Eucharist service and the Last Supper; • know the similarities and differences within and between the way Christian denominations celebrate the Eucharist; • be able to show understanding of the Christian practices and beliefs revealed in the celebration of the Eucharist. • be able to link the Christian beliefs about belonging, truth, purpose and commitment to the words and actions of the Eucharist service; • explore the deeper meaning and significance of the words remembrance, holy, 	<ul style="list-style-type: none"> • be able to use Bible passages as a source to discover the answer to the question 'Who was Jesus?' • express the opinions of others today and in the past when answering the question 'Who was Jesus?' • be able to use a developing vocabulary to show that they understand Christian beliefs about Jesus; • be using a wide range of religious vocabulary to explain the impact of religion on people's lives. • be given opportunity to express their views on the challenges of belonging to a religion; • Be able to ask good questions about 	<ul style="list-style-type: none"> • understand the ways in which having faith effects your life from simple daily routines to bigger choices and rites of passage; • be able to explain how having faith makes an impact of the life of a Christian. • after reflecting on their life journey so far, describe and explain their hopes for the future. 	<ul style="list-style-type: none"> • know and be able to describe the characteristics of a person of faith; • be able to interpret Bible stories and explain how that story answers questions about what it means to have faith; • research the lives of people of faith and be able to link their choices, values and actions to their beliefs; • use an increasingly wide religious vocabulary to explain what motivates people of faith and in what ways they inspire others; • be able to express what they feel would be the opinion of a Christian on as issue discussed i.e. fairtrade. • be able to raise and suggest answers to big questions; 	

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	<ul style="list-style-type: none"> be able to express what their hopes and dreams are for the future and why. 	<ul style="list-style-type: none"> sacrifice, mercy, salvation and faith; Be able to ask thoughtful questions about the words and actions of the Eucharist service. 	meaning purpose and truth.		<ul style="list-style-type: none"> to be able to explain in what ways the people of faith they researched inspired them; express and explain their own opinion on an issue such as fairtrade or slavery; be able to talk about who inspires them and why. 	
Vocabulary						
God, Father, Son and Holy Spirit, Trinity and Celtic	Advent, Prophet, prophecy, John the Baptist, Messiah, annunciation, incarnation and Mary.	Eucharist, Holy Communion, Last Supper, remembrance, holy, sacrifice, mercy, salvation sacrament and faith	Messiah, Prince of Peace, Saviour, resurrection, redeemer and Servant	Journey, pilgrimage, rites of passage and Holy Land	Faith, ministry, mission and vocation.	
PHSE (Jigsaw)						
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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	<ul style="list-style-type: none"> Democracy, having a voice Anti-social behaviour Role-modelling 					
Vocabulary						
Science						
	Evolution and Inheritance	Classification	Circulatory system	Electricity	Light	
	<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 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 observe and raise questions about local animals (parakeets) and how they are 	<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 give reasons for classifying plants and animals based on specific characteristics research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. 	<ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans To explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. 	<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 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 	<ul style="list-style-type: none"> 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 They could extend their experience of light by looking a range of phenomena 	

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	adapted to their environment.				including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).
Vocabulary	Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics	Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects	Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration	Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell	Refraction, Reflection, Light, Spectrum, Rainbow, Colour
D&T					
Design		Make		Evaluate	
<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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 		<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 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 		<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 understand how key events and individuals in design and technology have helped shape the world 	
Technical Knowledge			Cooking and Nutrition		
<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 			<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
		Food technology??		Lego programming workshop.	Build a buggy incorporating an electrical system.
				<ul style="list-style-type: none"> Build and design Lego models and bring them 	STEM activity

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				<p>to life using software linked to motors and sensors.</p> <ul style="list-style-type: none"> • I can understand how key events and individuals in design and technology have helped shape the world. • I can apply my understanding of computing to program, monitor and control my Lego product. • I can generate, develop, model and communicate my ideas through discussion, annotated sketches and computer- aided design. 	
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History

	Knowledge of People and Events	Historical Concepts	Enquiry & Interpretation
	<ul style="list-style-type: none"> • To know and understand the history of the UK as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • To know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind 	<ul style="list-style-type: none"> • To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<ul style="list-style-type: none"> • To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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	Autumn	Spring		Summer
	Revolution	World War 2	Tomorrow's World	Frozen Kingdom
	<ul style="list-style-type: none"> To find out about the life of Queen Victoria and her influences during the Victorian times and how they have shaped our lives today. To understand some of the changes that took place for poor children in the 19th century. (find out about the work of Lord Shaftesbury and Dr Barnardo and consider why some people were against the changes they introduced) To find out what life was like for poor children in Victorian Britain. To be able to compare modern and Victorian schooling. To investigate how Victorian children spent their leisure time. To find out about daily life for children in Victorian Britain To find out about the technological developments that changed transport and travel during the Industrial Revolution To find out about the development of the first steampowered railways in Britain – James Watt invented in 1765. To find out about the way rail travel changed the lives of people living in Britain since 1830 	<ul style="list-style-type: none"> To understand how WW2 began – cause and consequence. To know which people were significant during WW2. To use historical sources to research and understand how Britain prepared for war. To find out what life was like as a child in WW2 times – home, leisure. To find out about life as an evacuee compared to living in the city using historical sources. To understand what 'The Blitz' was. To explore and research the impact of the changes in our local area since WW2 To explore how Alan Turing was a significant person for WW2 and Britain. 	<ul style="list-style-type: none"> To understand the history of technology To explain what makes Tim Berners-Lee a significant person. Explain how his invention has affected people's lives today. 	<ul style="list-style-type: none"> To research the history of The Inuit community. To explore the culture of The Inuits.
Vocabulary	Monarch, legacy, politics, poverty, revolution, consequence, law, conditions, innovations, representation, parliament,	Communism, significant, influence, decades, evacuated, evacuee, Blitz,	World Wide Web, technology, invention,	Civilization, non-European, cause and consequence, confederation, community, Inuits

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	disease, workhouse, chimney sweep, orphan, factories, servants,	rationing, Holocaust, cause and consequence,		
Geography				
	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
	<ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region within North America 	Describe and understand key aspects of: Physical geography, including: <ul style="list-style-type: none"> climate zones, biomes and rivers. Human geography, including: <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> To locate Manchester on a UK map, to look at the waterways in the local area for industry. Explain why the population of Manchester changed so much. (1801 population was 70,000 in 1840 it was 250,000) To locate countries in the world that formed part of The British Empire. 	<ul style="list-style-type: none"> To identify countries in Europe, including Russia, involved in the war. To name and locate cities of the UK that were significant areas of The Blitz and to understand why they were significant, thinking about their human and physical characteristics. To explore and research how our local area has changed since WW2 – economically, including trade links and land use. 	<ul style="list-style-type: none"> To locate North America, The arctic, The Antarctic and Russia. To understand the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle. To show an understanding of the climate zones and biomes within North America, including The Arctic. To study the human and physical geography of a region within The Arctic and have an awareness of economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. 	
Vocabulary	Canals, physical geography, human geography, population growth, 14 countries around the world that made up The British Empire, economic changes, trade	Europe, Russia, map, city, town, land, island, sea, economical changes, trade,	North America, The arctic, The Antarctic, Russia, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and Arctic, Antarctic Circle, climate change,	

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			human geography, physical geography, rivers, mountain ranges, biomes, settlements, natural resource
Art & Design			
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 			
<p>Study of Charles Rennie Macintosh – create a Macintosh Rose and stained glass window.</p> <ul style="list-style-type: none"> <p>Portrait of Queen Victoria.</p> <ul style="list-style-type: none"> <p>Study of William Morris – create patterns – printing.</p> <ul style="list-style-type: none"> Discuss his use of nature and symmetry. Explore how to make marks to create texture. Copy a half drop pattern of Morris’. Create own symmetrical design based on nature, trying to use texture. Explore how to use colour. Replicate own design onto a printing block. 	<p>Study of Henry Moore – create an image of the air-raid shelters using chalk and charcoal.</p> <ul style="list-style-type: none"> Apply tonal shading to 3D shapes. <p>Portrait of Winston Churchill.</p> <ul style="list-style-type: none"> <p>Blitz art.</p> <ul style="list-style-type: none"> 	<p>Study of Andy Warhol – create own pop art, various media – drawing / printing.</p> <ul style="list-style-type: none"> Discuss critics of Andy Warhol’s work, investigate how his style has influenced work like Banksey. Explore the vibrant colours and find the names of them that he used in his portfolio of Monroe prints. Copy his use of tertiary colours to create own pop art. <p>Study of Georgia O’Keefe – vibrant, abstract flowers – charcoal and painting.</p> <ul style="list-style-type: none"> Discuss how O’Keefe developed her art to express her feelings and emotions. Explore charcoal sketches to show your feelings and emotions. Explore how she used vivid colours and size of flowers to make her paintings striking. Copy the painting techniques she used and experiment with this mixing technique to produce own flower painting. 	
Vocabulary			
Motif, pattern, half-drop, rotation, reflection, symmetry, nature, print, texture	Shading, tone, shape	Pioneer, unique, charcoal, abstract, striking, vivid, tactile, pop art, commercial, icons, tertiary colours, multiple	
Music			

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Perform & Compose			Listen & Understand		
<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music 			<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff/stave and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music 		
Happy Classroom	Jazz 2	Benjamin Britten: A New Year Carol	You've Got A Friend	Music and Identity	Reflect, Rewind & Replay
To learn 'Happy' along with the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), singing and playing instruments.	To understand the history of music - Jazz in its historical context. To improvise.	To find out about the music of Benjamin Britten. To understand the historical context of Gospel music and Bhangra.	To find out about the music of Carole King and her importance as a female composer in the world of popular music.	To learn about four inspirational females in music. Understand how they express their identity. Compose own music to express own identity.	To consolidate the learning that has occurred during the year. To understand the context for the History of Music and the beginnings of the Language of Music.
Vocabulary					
style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.	
P.E.					
Cognitive	Creative	Social	Physical	Health & Fitness	Personal
<ul style="list-style-type: none"> I can develop methods to outwit opponents. 	<ul style="list-style-type: none"> I can respond imaginatively to different situations. 	<ul style="list-style-type: none"> I can negotiate and collaborate appropriately. 	<ul style="list-style-type: none"> I can use combinations of skills confidently in sport specific contexts. 	<ul style="list-style-type: none"> I can self-select and perform appropriate 	<ul style="list-style-type: none"> I see all new challenges as opportunities to learn and develop.

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<ul style="list-style-type: none"> I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work. 	<ul style="list-style-type: none"> I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. 	<ul style="list-style-type: none"> I can give and receive sensitive feedback to improve myself and others. 	<ul style="list-style-type: none"> I can perform a range of skills fluently and accurately in practice situations. 	<p>warm-up and cool down activities.</p> <ul style="list-style-type: none"> I can identify possible dangers when planning an activity. 	<ul style="list-style-type: none"> I recognise my strengths and weaknesses and can set myself appropriate targets.
Vocabulary					
MfL					
Listen		Speak		Understand	
<p>listen attentively to spoken language and show understanding by joining in and responding</p>		<ul style="list-style-type: none"> 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 speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences describe people, places, things and actions orally and in writing 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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. 	

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	Recap all family members and write extended sentences about them.	Comparison of traditions in UK and Spain. Write letter / email to describe traditions.	Compare experiences in schools in the UK and Spain. E-link video messages to compare / contrast.	Write and deliver simple weather report for radio / TV. Create own weather map.	Recap nouns. Give a location and day. EG: I play football at school on Monday. I go dancing in the church hall on Wednesday.	Transport recap. How would you travel to different locations? Give and ask for directions.
Computing						
Coding	On-line safety	Spreadsheets	Blogging	Text adventures	Networks	Quizzing
<ul style="list-style-type: none"> To explore good planning skills. To design programs using their choice of objects. To use variables within a game to keep track of the properties of objects. To use functions and describe 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. Review and understand the vocabulary used throughout 2Code. 	<ul style="list-style-type: none"> Identify benefits and risks of mobile devices broadcasting the location of the user/device. Identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. To understand the importance of balancing game and 	<ul style="list-style-type: none"> To use a spreadsheet to investigate the probability of the results of throwing many dice. Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell. To create graphs showing the data collected. To type in a formula for a cell to automatically make a calculation in that cell. Using a spreadsheet to create computational models and answer questions. 	<ul style="list-style-type: none"> To identify the purpose of writing a blog and its key features. To plan the theme and content for a blog and write the content. 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. 	<ul style="list-style-type: none"> To find out what a text adventure is. To plan a story adventure. To make a story-based adventure To introduce map-based text adventures. To code a map-based text adventure 	<ul style="list-style-type: none"> To learn about what the Internet consists of. To find out what a LAN and a WAN are To find out how the Internet is accessed in school. To research and find out about the age of the Internet. To think about what the future might hold. 	<ul style="list-style-type: none"> To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.

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<ul style="list-style-type: none"> To create a program to showcase their work over time from Purple Mash. To explore how 2Code can be used to make a text based adventure game. 	<p>screen time with other parts of their lives.</p> <ul style="list-style-type: none"> To identify the positive and negative influences of technology on health and the environment 		<ul style="list-style-type: none"> To understand the importance of commenting on blogs. 			
Vocabulary						
Action, alert, algorithm, code design, control, command, debug, event, flowchart bug, get input, function, if/else, input, output, repeat, selection, tabs, simulation, sequence, timer, variable	Digital footprint, password, PEGI rating, phishing, screen time, spoof website.	Average, advance mode, copy and paste, columns, cells, charts, count tool, dice, equals tool, formula wizard, formula, move cell tool, random tool, rows, spin tool, spreadsheet, timer	Audience, blog, blog page, blog post, collaborative, icon	Text based adventure, concept map, debug, sprite, function	Internet, world wide web, network, router, network cables, local area network (LAN), wide area network (WAN), wireless	Audience, collaboration, concept map, database, quiz