



AUTUMN TERM CURRICULUM PLAN

YEAR GROUP 6

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider us of the environment for this term.</p>	
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SCIENCE		
Skills as a Scientist	Substantive knowledge	Vocabulary
<p>I can observe over time, take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>I can report and present findings in oral and written forms such as displays and other presentations.</p> <p>I can plan different types of scientific enquiry to answer my own questions including recognising and controlling variable where necessary.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>I can describe and evaluate my own and other peoples' scientific ideas using evidence from a range of sources.</p>	<p>Living Things and Their Habitats</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Look at Carl Linnaeus and his work on the classification diagram.</p> <p>Use this knowledge to classify animals.</p> <p>Explain their scientific thought process to the others in the class and discuss whether there were other ways of approaching this with the same or different results.</p>	<p>Living Things and Their Habitats</p> <p>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering</p> <p>Use all previous years' vocabulary within the classification keys.</p>

<p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use test results to make predictions to set up further comparative and fair tests.</p> <p>I can report and present findings, including conclusions, casual relationships and explanations of results.</p> <p>I can use appropriate scientific language to explain and evaluate my methods and findings.</p>	<p>Micro Organisms</p> <p>Where do micro-organisms grow? What are they? Where can you find them?</p> <p>Conduct an experiment over time.</p> <p>Write a conclusion.</p> <p><u>Animals Including Humans</u></p> <p>Identify the main parts of the human circulatory system and describe their functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Understand the different parts of blood and their function.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on our bodies.</p>	<p><u>Animals Including Humans</u></p> <p>Heart, aorta, right atrium, right ventricle, left ventricle, left atrium pulse, rate, pumps, blood, blood vessels, plasma, veins, arteries, oxygenated, deoxygenated, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle</p>
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GEOGRAPHY		
Skills as a Geographer	Substantive knowledge	Vocabulary
<p><u>Locational knowledge</u></p> <p>Explain different ways a humans use Cannock Chase.</p> <p>Explain how humans' impact on the Cannock Chase environment.</p> <p><u>Human and physical geography</u></p> <p>Understand how people can both improve and damage the environment.</p>	<p><u>Locational knowledge</u></p> <p>Know how people use Cannock Chase.</p> <p>Know tourism has a positive and negative impact on the environment related to Cannock Chase.</p> <p><u>Human and physical geography</u></p> <p>Know how Cannock Chase is protected and sustained</p> <p>Describe and know the key land-use, economic activity, and distribution of natural resources</p>	<p>hills, rivers, vegetation</p> <p>Natural and man made</p> <p>Eco-tourism</p> <p>sustainability</p> <p>Land use</p> <p>tourism</p>
<p><u>Geographical skills and fieldwork</u></p> <p>Use 4 and 6 figure grid references, symbols, and keys on ordnance survey maps.</p> <p>Explain how to draw simple geographical diagrams, to map out an area.</p>	<p><u>Geographical skills and fieldwork</u></p> <p>Use the eight points of a compass and Ordnance Survey Map to navigate locality. (Cannock Chase). Annotate an Ordnance Survey Map to accurately locate specific sites, creating symbols and a key for a simple land use map.</p> <p>Know what contour lines tell us and what the closeness of the lines means.</p>	

<p>Explain how to make measurements and record these.</p> <p>Explain how to use scale and ratio to convert measurements.</p> <p>Explain how far away a point on a map is using a scale.</p> <p>Explain how to draw a simple map, using a scale drawing.</p> <p>Explain how to use a compass to locate North and orientate a map.</p> <p>Present my findings both graphically and in writing.</p>	<p>Know why a scale is used.</p> <p>Know how to convert a scale on a map.</p>	
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RELIGIOUS EDUCATION		
Skills as a Theologist	Substantive knowledge	Vocabulary
<p>Beliefs and practices</p> <p>Key Question-What is the best way for a Muslim to show commitment to God?</p> <p>Religion- Islam</p> <p>I can show an understanding of why people show commitment in different ways.</p>	<p>I can identify and explain the five pillars of Islam.</p> <p>I can explain why Muslims pray 5 times a day.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>Five Pillars</p> <p>Zakah</p> <p>Sawm</p> <p>Qu'ran</p> <p>Hajj</p>
<p>Christmas</p> <p>Concept- Incarnation</p> <p>Key Question- How significant is it that Mary was Jesus' mother?</p> <p>Religion- Christianity</p> <p>I can explain the qualities needed in different people because of the important jobs they are chosen to do.</p>	<p>I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p>I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>I can read Luke 1:26-38 and explain why Mary might have felt scared then read Mary's song Luke 1:47-55. As it is being read, I can jot down words</p>	<p>Mary</p> <p>Virgin Birth</p> <p>Incarnation</p> <p>Holy Spirit</p>

<p>Concept- Incarnation</p> <p>Key Question- Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not.</p>	<p>and phrases to describe feelings Mary has regarding the news.</p> <p>I can read Matthew 1:18-25. And explain what I think is meant by 'Joseph did not want to expose her to public disgrace'?</p> <p>I can say which three points of the Christmas story are the most important for Christians.</p> <p>I can say why Christians believe that Mary was chosen to be Jesus' mother and why this is significant.</p> <p>I can answer the question 'Would it matter to Christians if Mary was not a virgin?'</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>Read the Christmas story from Luke 2: 1-20. Compare written source with interpretations on the internet.</p> <p>I can explain why you think traditions or celebrations either may or may not help Christians understand their beliefs in Jesus as the Incarnation of God.</p> <p>I can understand that Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by his example how people should live.</p> <p>I can create a piece of art that reflects the Christian belief that Jesus is both human and God.</p>	<p>Incarnation</p> <p>Christingle</p> <p>Carols</p>
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DESIGN TECHNOLOGY		
Skills as a Design and technologist	Substantive knowledge	Vocabulary
Moving Mechanism toy - Cams Explore	Explore	Cam CAM Shaft

<p>I can research products that use cams.</p> <p>I can research moving mechanism toys.</p> <p>I can investigate different materials and joining techniques to create a toy.</p> <p>Design</p> <p>I can choose the right cam for the movement I want in my toy.</p> <p>I can choose one movement or a sequence of movements.</p> <p>I can break down the process into steps.</p> <p>I can design a product to be aesthetically pleasing.</p> <p>I can select suitable tools, equipment, materials and components and explain their choices.</p> <p>Make</p> <p>I can cut materials accurately and safely by selecting appropriate tools.</p> <p>I can select appropriate joining techniques, fit for purpose.</p> <p>I can improve a range of practical skills to create products (such as cutting, gluing).</p> <p>I can accurately construct the cam system for the toy to move (Follower, cam).</p> <p>I can ensure my product is aesthetically pleasing.</p>	<p>I know what cams are and how they work.</p> <p>I know different cams create different movements.</p> <p>I know what these words mean: linear, reciprocating, rotary, oscillating to describe the movement, follower, slider, axle</p> <p>I know how a toy moves using a cam and be able to explain the movement and how it is made.</p> <p>I know how different cams produce a different movement (pear, snail, circular)</p> <p>Design</p> <p>I know my design criteria and how to match my product to it.</p> <p>I know that it is important to plan the steps of my design.</p> <p>I know what I am making and which tools I am using.</p> <p>I know which cam system works for my design.</p> <p>Make</p> <p>I know procedures to use tools safely and accurately.</p> <p>I know how to adapt my design to create my final product.</p> <p>I know what tools and materials I need to carry out tasks.</p> <p>I know how to accurately construct my product to improve its function.</p>	<p>Linear</p> <p>Reciprocating</p> <p>Rotary</p> <p>Oscillating</p> <p>Follower</p> <p>Slider</p> <p>Axle</p> <p>Component</p> <p>Graphic</p> <p>Design</p> <p>Join</p> <p>Cut</p> <p>measure</p> <p>Cause and effect</p> <p>Mechanism</p> <p>Hacksaw</p> <p>Bench hook</p> <p>Clamp</p> <p>Dowel</p> <p>Measure</p> <p>Estimate</p> <p>Join</p> <p>purpose</p> <p>Cutting</p> <p>Sawing</p> <p>Joining</p>
<p><u>Evaluate</u></p> <p>I can continually evaluate and modify the working features of the product to match the initial design specification.</p> <p>I can critically evaluate their products against their design specification, intended user and</p>		

<p>purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>I can test the product to demonstrate its effectiveness for the intended user and purpose.</p>		
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ART		
Skills as an Artist	Substantive knowledge	Vocabulary
<p><u>Drawing (&ICT)</u></p> <p>Draw landscapes</p> <p>Learn to manipulate photos to create a different effect or mood.</p> <p>Learn that creating landscapes in different media impacts on the effect.</p> <p>Draw paths connecting foreground and background demonstrating understanding of perspective.</p> <p>Apply shading and colour tone and blending.</p>	<p>Know how Andy Warhol created Marilyn Diptych</p> <p><u>Drawing &ICT</u></p> <p>Know that in the foreground objects appear larger and bolder and in the background objects appear smaller and fainter.</p> <p>Use computer program to use to adapt my photos.</p> <p>Know how to use paint to create different effects</p> <p><u>Painting</u></p> <p>Know how David Hockney created a landscape.</p> <p>Know how to apply my learnt skills to create a landscape.</p>	<p>Photo</p> <p>Mood</p> <p>impression</p>

COMPUTING		
Skills as a Computer scientist	Key Learning Point – Knowledge	Vocabulary
<p>Online relationships</p> <p>Describe how to be kind and show respect to others online and how to support them if others don't.</p> <p>Describe how things shared privately online can have unintended consequences for others.</p>	<p>Online relationships</p> <p>Know how sharing something online may have an impact either positively or negatively.</p> <p>Know some of the ways that taking inappropriate images of someone may have an impact for the sharer and</p>	<p>Online relationships</p> <p>Boundaries</p> <p>Respect</p> <p>Self respect</p> <p>Consequences</p>

<p>Explain that taking inappropriate images of someone even if they say it is okay may have an impact for the sharer and others.</p> <p>Online bullying</p> <p>Describe how to capture bullying content as evidence to share with others who can help me.</p> <p>Explain how someone can report online bullying in different contexts.</p> <p>Data handling</p> <p>Check the data for accuracy and plausibility.</p> <p>Ask and answer questions about the data.</p> <p>Change the format in which data is presented - time periods, money.</p> <p>Use formulas SUM and average.</p>	<p>others, and who can help if someone is worried about this.</p> <p>Online bullying</p> <p>Know ways to capture bullying content and who they can share it with.</p> <p>Know some of the ways online bullying can be reported.</p> <p>Data handling</p> <p>Know how changes in a spreadsheet affect results.</p> <p>Know the importance of ensuring the data I use is accurate.</p> <p>Know how to create formulas for SUM and Average.</p>	<p>Positive</p> <p>Negative</p> <p>inappropriate</p> <p>Online bullying</p> <p>Capture</p> <p>Screenshot</p> <p>Screen grab</p> <p>url</p> <p>profile</p> <p>report</p> <p>Data handling</p> <p>Spreadsheet</p> <p>Data</p> <p>Accuracy</p> <p>Plausibility</p>
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PSHE
<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>what it means to be attracted to someone and different kinds of loving relationships</p> <ul style="list-style-type: none"> • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • How and where to report forced marriage or ask for help if they are worried <p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>o compare the features of a healthy and unhealthy friendship, online and offline</p>

- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong, including online
- strategies to respond to pressure from friends including online
- how to assess the risk of different online ‘challenges’ and ‘dares’
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- recognise that there may be dangers in the community and what to do to stay safe
- know what a gang is and identify risks involved with ‘gang’s.
- what county lines is, how people are targeted and who to speak to if they are concerned about anything.

Respecting ourselves and others

Expressing opinions and respecting other points of view, including discussing topical issues

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

- How to get advice and report concerns about personal safety, including online

- what consent means and how to seek and give/not give permission in different situations – and how to deal with pressures online and offline

MUSIC		
Skills as a Musician	Substantive knowledge	Vocabulary
<p>Performing</p> <ul style="list-style-type: none"> • When singing, show mastery and control of tone, diction, posture and breathing consistently. • Maintain a second part in a vocal or instrumental piece (Firework) with an understanding of harmony and texture. • Perform using conventional rhythmic and melodic notation to play a simply melody on xylophones. • Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece. <p>Composing</p> <ul style="list-style-type: none"> • Improvise with increasing confidence. (e.g. using a pentatonic scale pattern). • Can use pentatonic scale patterns to construct melodies. • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Notate compositions using a stave. <p>Aural awareness</p> <ul style="list-style-type: none"> • Recognise and identify instrumental families aurally, including instruments from the orchestra. • Recognise the sound of the pentatonic scale. 	<p>Performing</p> <ul style="list-style-type: none"> • Know and sing: Firework, Zhao Peng You <p>COMPOSING</p> <ul style="list-style-type: none"> • Know how to notate compositions using a stave to show pitch. • Know how to show rhythms using notation. <p>Aural awareness</p> <ul style="list-style-type: none"> • Listen to: Ravel –The Mother Goose Suite (the Empress of the Pagodas) ; Claude de Bussy La Fille aux Cheveraux de Lin 	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Notation</p> <p>Dynamics</p> <p>Improvise</p> <p>Notation</p> <p>Stave</p> <p>Ostinato</p> <p>Ensemble</p> <p>Backing/ accompaniment</p>

<ul style="list-style-type: none"> • Memorise more complex rhythmic and melodic and performances using the full range of interrelated dimensions of music. • Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Ostinato, Repetition, Sequence). • Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences patterns and match to conventional notation. • Compare and discuss differences in two pieces of music based around the pentatonic scale. Compare pitch, dynamics, rhythms and tempo. <p>Evaluating</p> <ul style="list-style-type: none"> • Make constructive and refined comments on own and others' music to develop compositions 		
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PHYSICAL EDUCATION		
Skills as an Athlete	Substantive knowledge	Vocabulary
<p>Teamwork</p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else is giving their idea and contribute my ideas. - I can stay motivated for my team and work hard for them. - I can follow instructions given by my peers based on a job role or position. - I can look to help and support my team mates especially those who may not be as strong at the sport. <p>Fitness</p> <ul style="list-style-type: none"> - I can do 60 minutes of active exercise in a day. - I can understand my body and how muscles grow. - I can understand the difference between feeling tired and lacking stamina or resilience. - I know how to improve on my stamina. <p>Health and Safety</p> <ul style="list-style-type: none"> - I can explain what being safe means in school and during PE. - I can identify actions/areas that may be unsafe and explain why. - I can set up equipment and apparatus safely. - I know what a risk assessment is. 	<p>Teamwork – Outdoor Adventurous Activity</p> <p>I can make up my own team game with a group.</p> <ul style="list-style-type: none"> - I can set out the equipment. - I can explain the rules. <p>Map reading</p> <ul style="list-style-type: none"> - I can read ordnance survey maps - I can identify where I am. - I can find a given point. - I can orientate the map where needed. <p>I can plan a and follow a route with my team.</p> <ul style="list-style-type: none"> - I can find multiple places using an ordnance survey map. - I can work with a team to complete the route quickly and efficiently to collect flags that have been put out as part of a competition. <p>Swimming</p>	<p>Map</p> <ul style="list-style-type: none"> - Location - Coordinates - Compass - Degrees - North, north-east, east, south east, south, south west, west, north west <p>- Float</p> <p>- Front crawl</p>

<p>- I can risk assess aspects of PE lessons.</p> <p>Competition</p> <p>I know what it is to win and lose.</p> <ul style="list-style-type: none"> - I can win and lose with dignity. - I can congratulate the winner. - I can follow the rules of a game. - I can work to beat my own personal best. - I know that/where improvement is needed to better my own scores. - I can use communication and collaboration to learn from others to improve myself. <p>Leadership</p> <ul style="list-style-type: none"> - I can direct a partner or small group. - I can listen to others and take on board ideas. - I can adapt to the skills and needs of a group. - I can make decisions to benefit my team (positioning, roles) <p>Healthy Lifestyle</p> <ul style="list-style-type: none"> - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups) - I can understand why I need to exercise and why it is important. - I can take part and lead a warm-up and cool down and explain why this is needed. - I can find and explain links between diet and exercise. <p>Evaluation</p> <ul style="list-style-type: none"> - I can make a positive comment on another's performance. - I can be self-reflective and enhance my own performance through this. 	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> - use a range of strokes effectively - perform safe self-rescue in different water-based situations. <p>Football</p> <p>I can use different parts of my foot to pass and direct with aim.</p> <ul style="list-style-type: none"> - kick the ball in various directions due to my foot direction and my body direction confidently. - know that for a weighted pass, I need to be able to 'push' the ball rather than just kicking it. <p>know how to intercept a ball and do it without contact.</p> <ul style="list-style-type: none"> - know that jockeying is where I stand opposite my opponent and move backwards maintain my line with my opponent's ball. - know that when I tackle I must be safe in my movements and avoid contact with my opponent's foot. - show good awareness when marking an opposing attacker. - change the amount of power I use by changing my technique. - change the height I kick the ball by leaning back (height) or putting my body over the ball (low) - aim at a goal and try and score. - use my body to stop the ball. - show bravery to stop the ball. - change direction quickly to move around the goal line. -catch the ball where possible. - know that a goalkeeper can use their hands in a specific area (18-yard box) - understand how to create a 5v5/7v7 including goalkeepers, defenders, midfielders and attackers. - be part of a team and lead it with great sportsmanship, diplomacy and democracy. - know that being a referee is a position of authority, but I must be clear in my instructions, advice and support. 	<ul style="list-style-type: none"> - Backstroke - Breast stroke - Water safety - Stroke - Rescue - Toe, side, laces - Direction - Weighted pass - Step-kick - Position - Attackers - Goalkeeper - Jockeying - Block tackle - Standing tackle - Non-contact - Referee
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