



SPRING 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 articulatory 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>Working Scientifically Skills I can report and present findings in oral and written forms such as displays and other presentations. (circulatory system, light, electricity)</p> <p>I can describe and evaluate my own and other peoples' scientific ideas using evidence from a range of sources (light bulbs)</p>	<p>Recognise that light appears to travel in straight lines</p> <p>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.</p> <p>Explain that we see things because of the way light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>label image of the eye and briefly outline their purpose.</p> <p>Draw and label the process of how light travels from the sun/source, bounces off the object and into our eyes.</p> <p>Investigate the idea of refraction Find out about: Scientist: C.V Raman - 'light scattering' when it passes through objects.</p>	<p>Light</p> <p>Straight lines, Light rays, travel, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, refraction, eye lids, cornea, iris, sclera, pupil, anterior chamber, ciliary muscle, optic nerve, lens, retina</p>

HISTORY

Skills as an Historian	Substantive knowledge	Vocabulary
<p>Chronological understanding Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p> <p>Range and depth of historical knowledge Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied.</p> <p>Explain the events that led up to World War II- Treaty of Versailles (1920)</p> <p>Compare modern day daily life to that of a child during World War 2. Identify changes within the time period. Demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Identify and describe the different ways in which the past has been interpreted.</p>	<p>Choose events from History to place on a timeline.</p> <p>Propaganda Explore how the war impacted life, especially the role of women; use my knowledge to express an opinion and use 2 sides to an argument to do this.</p> <p>Explore what changes were made in Britain, to prepare and to get through the war. Explore how some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Distinguish between fact, opinion and bias.</p> <p>Use a range of primary sources</p> <p>Explore the bias behind the information</p> <p>How are the sources of evidence different from other areas of history studied? (technological developments and living memory)</p> <p>Secondary sources: Compare a scholarly article against primary sources: what is the difference</p>	<p>Air raids Propaganda Evacuees Bias Fact Opinion Battle of Britain Blitz Treaty of Versailles Evacuees Axis Powers rationing Nazi Holocaust air raid shelter Artefacts Primary sources Secondary sources</p>
<p>Interpretations of history Link sources and work out how conclusions were arrived at; say what conclusions can be drawn when there are no primary sources. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research</p> <p>Historical enquiry Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>		

GEOGRAPHY		
Skills as a Geogrpaher	Substantive knowledge	Vocabulary
<p>Locational knowledge Locate places across Europe and the World, which were involved in the war.</p> <p>Human and physical geography Explain how the environment changed after WW2</p> <p>Geographical skills and fieldwork Use a map, aerial photographs and digital/computer mapping to locate places across Europe and the World, which were involved in the war.</p>	<p>Locational knowledge Know which countries were involved in WW2 Know the location of radar stations and airfields in our locality.</p> <p>Human and physical geography Know how the environment changed during WW2 in our locality</p> <p>Geographical skills and fieldwork Focusing on map work, looking at changes in the landscape that occurred before, during and after WW2.</p>	<p>Europe, America, Japan, Northern Hemisphere.</p>

RELIGIOUS EDUCATION		
Skills as a theologists	Substantive knowledge	Vocabulary
<p>Christianity – Belief and meaning Meaning, purpose and truth I can talk about something I can relate to in a Christian story about love. I can start to understand what some of the Christian stories about love mean. I can ask important questions about eternity. I can reflect on my own beliefs about whether anything is eternal. I can give my own answer to whether anything is eternal and give my reasons.</p> <p>Christianity – Easter Identity, diversity and belonging. Values and commitments I can tell you about someone who has influenced me and why I respect them. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>Beliefs, teachings and sources Learn to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p> <p>Practices and ways of life Know the reasons people use to suggest that Christianity is a strong religion and that it can be counteracted. Understand that some festivals that are special to Christians.</p>	<p>Christianity Christian Eternal Influences Ten Commandments Festivals - Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc. Symbols Poverty British society Christianity Easter Festivals - Mother's Day, Easter, Shrove Tuesday and Christmas Beliefs Humanists Ten Commandments</p>

DESIGN TECHNOLOGY

Skills as a design and technologist	Substantive knowledge	Vocabulary
<p>Explore I can use my ideas to develop my work, taking into account the purpose. I can carry out research (surveys, interviews, questionnaires and web-based resources). Identify the needs, wants, preferences and values of particular individuals and groups. I can develop a simple design specification to guide my thinking.</p> <p>Design I can share and clarify ideas through discussion. I can model their ideas using prototypes and pattern pieces. I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. I can make design decisions, taking account of constraints such as time, resources and cost. I can select suitable tools, equipment, materials and components and explain their choices.</p> <p>Make I can create objects that employ a seam allowance. I can join textiles with a combination of stitching techniques (cross, back, over and running stitch.) I can create suitable visual and tactile effects in decoration of textiles. (Such as a soft decoration for comfort on a cushion). I can accurately measure, mark out and cut materials. I can use techniques that involve a number of steps. I can demonstrate resourcefulness when tackling practical problems.</p>	<p>Explore I know backstitch, cross, running, overstitch. I know how to cast on/off. I know how pattern pieces fit together to create a product. Know what the Make Do and Mend Campaign is and its purpose Know that different materials can be used to stuff cushions.</p> <p>Design I know my design criteria and how to match my product to it. I know that it is important to plan the steps of my design. I know what I am making and which tools I am using. I know which sewing stitch and skills I will need for my design.</p> <p>Make I know procedures to use tools safely and accurately. I know how to adapt my design to create my final product. I know what tools and materials I need to carry out tasks. I know how to accurately construct my product to improve its aesthetics.</p> <p>Evaluate I know ways to modify my product to improve it.</p>	<p>Seam Prototype Durable Refine Fabric Denim Cotton Stuff Cast on/off Pattern pieces Running stitch Cross stitch Pattern Back stitch Over stitch Refine consolidate</p>
<p>Evaluate I can continually evaluate and modify the working features of the product to match the initial design specification. I can critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. I can test the product to demonstrate its effectiveness for the intended user and purpose.</p>		

ART		
Skills as an artist.	Substantive knowledge	Vocabulary
<p>Printing Use a range of visual elements to reflect the purpose of the work (by creating world war2 scenes using colour inspiration).</p> <p>Drawing Can select appropriate media and techniques to achieve a specific outcome.</p>	<p>Printing Know what techniques are effective.</p> <p>Drawing Know what media I need to use.</p> <p>Artist Know Edward Ardizzone was an English, painter, print-maker, war artist and author and illustrator of many books.</p>	

COMPUTING		
Skills as a computer scientist	Substantive knowledge	Vocabulary
<p>E Safety Copyright and ownership Demonstrate the use of search tools to find and access content, which can be reused by others. Demonstrate how to make references to and acknowledge sources used from the internet.</p> <p>Privacy and security Describe simple ways to increase privacy on apps and services that provide privacy settings. Describe and identify ways in which some online content targets people to gain o money or information.</p> <p>Programming – Scratch Deconstruct a problem into smaller steps, Explain and program each of the steps in my algorithm. Combine algorithms. Evaluate the effectiveness and efficiency of my algorithm, while I continually test the programming of that algorithm. Use a variable for a required output.</p>	<p>Copyright and ownership Know how to reference and acknowledge sources used from the internet.</p> <p>Privacy and security Know effective ways people can manage passwords. Know what to do if a password is shared, lost or stolen. Know online services have terms and conditions that govern their use.</p> <p>Programming – Scratch Know how to use algorithms to get a desired effect. Know what a variable can be used for.</p>	<p>Copyright and ownership</p> <p>Filtered Public domain url usage rights copyright attributed reference</p> <p>Privacy and security Privacy Permissions Data Online content</p> <p>Programming – Scratch</p> <p>Variable Audience Atmosphere Structure</p>

Money and work

about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money
 about value for money and how to judge if something is value for money how companies encourage customers to buy things
 and why it is important to be a critical consumer
 how having or not having money can impact on a person’s emotions, health and wellbeing
 about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen,
 through scams or gambling and how these put people at financial risk
 how to get help if they are concerned about gambling or other financial risks

Media literacy and digital resilience.

about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be
 manipulated, altered, or faked how to recognise when images might have been altered
 why people choose to communicate through social media and some of the risks and challenges of doing so
 that social media sites have age restrictions and regulations for use
 the reasons why some media and online content is not appropriate for children how online content can be designed to
 manipulate people’s emotions and encourage them to read or share things
 about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how
 to report inappropriate online content or contact

Belonging to a community

what prejudice means
 to differentiate between prejudice and discrimination how to recognise acts of discrimination
 strategies to safely respond to and challenge discrimination
 how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different
 groups
 how stereotypes are perpetuated and how to challenge this
 How stereotypes can be unfair, negative or destructive.
 Empathise with others in the community and globally e.g. refugees, deprived countries, children experiencing poverty.

MUSIC		
Skills as a musician	Substantive knowledge	Vocabulary
<p>PERFORMING When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Use the interrelated dimensions of music when singing and playing. Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. 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>	<p>PERFORMING Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p> <p>COMPOSING Know how to notate compositions using a variety of methods.</p> <p>AURAL AWARENESS Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Notation RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk Hip Hop Big Band Jazz Dynamics Solo</p>
<p>COMPOSING Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). Improvise with increasing confidence. (e.g. using a scale pattern).</p>		<p>Ensemble Introduction Verse Chorus Bridge</p>

<p>Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</p> <p>Works independently within a group composition showing thought in selection of instruments and playing techniques, Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p> <p>AURAL AWARENESS Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. Memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres.</p> <p>EVALUATING Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</p>		<p>Hook Backing/ accompaniment Improvise Notation Notes Stave Key signature Coda Ostinato Syncopation Cannon</p>
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PHYSICAL EDUCATION		
Skills as an athlete	Substantive knowledge	Vocabulary
Teamwork take turns.	Fitness	

<p>listen when someone else if giving their idea and contribute my ideas. stay motivated for my team. follow instructions given by my peers based on a job role or position. look to help and support my team mates.</p> <p>Fitness 60 mins of active exercise in a day. understand my body and how muscles grow. understand the difference between feeling tired and lacking stamina or resilience. know how to improve my stamina.</p> <p>Health and Safety explain what being safe means in school and during PE. identify actions/areas that may be unsafe and explain why. set up equipment and apparatus safely. know what a risk assessment is. risk assess aspects of PE lessons.</p> <p>Competition know what it is to win and lose. win and lose with dignity. congratulate the winner. follow the rules of a game. work to beat my own personal best. where improvement is needed to better my own scores. use communication and collaboration to learn from others to improve myself.</p> <p>Leadership direct a partner or small group. listen to others and take on board ideas. adapt to the skills and needs of a group. make decisions to benefit my team</p>	<p>perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency. select & use a wide range of compositional skills to demonstrate ideas. stretch my muscles, using my knowledge of which muscles will be used. touch my toes both standing and sitting lead my own warm up know that aerobics is designed to get the heart rate elevated and to work all muscles know that a warm up and cool down is essential to prevent injury. Designs stations to target muscle groups or a specific requirement of fitness.</p> <p>Netball hold the netball correctly and use my body and hands to throw the ball with aim. Vary distance of chest pass by changing the force used catch the ball while standing keep possession of the ball for three seconds before passing. block/mark my opposition correctly. change directions quickly to dodge and weave whoever is marking me. understand the role of a defender. intercept a pass effectively. know It is a non-contact sport know that I need to maintain a metre distance between myself and the person I am marking when they have the ball. know I can use two hands to shoot, or I can use one arm as a guide while I shoot using the other hand. begin to shoot with some accuracy. begin to create build up play (Pass – pass – pass – shoot) with teammates. know that in netball the net doesn't have a back board – basketball does. understand all positions of the team and who they should be marking. find space for my team to pass and identify the most appropriate person to pass towards.</p>	
<p>Healthy Lifestyle identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups) understand why I need to exercise and why it is important. take part and lead a warm-up and cool down and explain why this is needed. find and explain links between diet and exercise.</p>	<p>name positions on a netball team. position myself correctly on a netball court. know that whichever foot I land on first, is the foot that remains in contact with the floor and I can pivot round it using the other foot</p> <p>Badminton know what a badminton racket is and identify differences to other rackets</p>	<p>Positions – centre, goal attack, goal shooter, goal defence, goal keeper, wind attack, wind defence. Mark Pivot Shoot Aim</p> <p>Forehand Backhand</p>

<p>Evaluation</p> <p>make a positive comment on another's performance.</p> <p>be self-reflective and enhance my own performance through this.</p> <p>offer constructive areas for development.</p> <p>refine my own performance after receiving feedback.</p> <p>explain how I did something to coach someone else.</p>	<p>know what a shuttlecock is.</p> <p>hit the shuttlecock using a forehand, backhand and overhead shot.</p> <p>vary the distance needed by varying the pressure/force behind the racket.</p> <p>hold the racket correctly, maintain a rally and direct the shuttlecock to a desired location.</p> <p>use my body position and wrist movement to change the direction of the shuttlecock tactically.</p> <p>move to the desired location when a shuttlecock is coming towards me quickly and efficiently.</p> <p>officiate a game, keeping the correct score and calling in/out.</p>	<p>Rally</p> <p>Court</p> <p>Net</p> <p>Light feet</p> <p>Overhead</p> <p>Shuttlecock</p> <p>Racket</p>
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