

Year 6 – 2022-2023 Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>What changes occurred in the Victorian times that connected Cornwall with the rest of Britain?</p> <p>How did the Industrialisation of Britain affect people's daily lives?</p> <p>How did the Industrial Revolution affect housing in Cornwall and the rest of the UK?</p>	<p>How did the decline in Cornish mining affect families in Cornwall?</p> <p>How did the closing of mines have impact emigration?</p>	<p>Why does planet Earth have polar regions when other planets don't?</p> <p>What is happening to our polar regions?</p> <p>How have animals adapted to living in a frozen kingdom?</p> <p>How are animals having to adapt to a frozen kingdom?</p>	<p>Who was Shackleton and why is he remembered?</p> <p>How did Charles Darwin influence our understanding of the world?</p> <p>How is the work of Charles Darwin important today?</p>	<p>How do we develop and maintain a healthy mind and body?</p> <p>How does the circulatory system work?</p> <p>What happens to our body when we exercise?</p> <p>Why is it important to work your heart muscle?</p>	<p>How is our future going to be different to the present day?</p> <p>Is technology changing how we think and what we do?</p> <p>Is technology a blessing or a curse?</p>

Literacy	<p>Back to basics – Handwriting, grammar exercises</p> <p>Writing to inform – Non-Chronological reports – information texts about a creature.</p> <p>Grammar: Recap from previous years – discuss lots of grammar terms so it is familiar when we look at them in more detail. Layout choices Tenses Conjunctions – subordinating, coordinating. Commas for ambiguity. Conjunctions – co-ordinating and subordinating Parenthesis NEW - passive</p> <p>Poetry – Nonsense poetry The Jabberwock</p>	<p>Writing to entertain – -Narrative – Character description linked to setting description (emotions and feelings). -Victorian setting description - Independent - Children to write a description in the present tense linked to setting and character descriptions. Final copies to be made into a book for the library and shared with the Probus community.</p> <p>Narrative writing – adventure/searching using character and setting descriptions.</p> <p>Grammar Focus: Commas – ambiguity and fronted adverbials Plurals and singular forms using possessive apostrophes. Relative clauses Prepositional phrases Semi-colons Colons NEW – past and present progressive Poetry – feelings and emotions (Black out poetry and haiku)</p>	<p>Writing to persuade – -Magazine article - Environmental issues (climate change, renewable energy, plastic pollution) -Create a short advert (focus on the language – clear points, emotive language).</p> <p>-Letter writing (persuasive) link to previous learning about the Victorians – a letter to persuade the Government to bring in stricter rules on child labour. Independent – children write a letter to their chosen audience to persuade them about their chosen topic.</p> <p>Writing to persuade grammar Formal and informal language Short sentences Imperative and modal verbs New: Subjunctive Form</p> <p>Poetry – Concrete poems using figurative language (linked to the environment and writing for a change in something).</p>	<p>Writing to entertain – -Narrative - Developing dialogue - Conversation between 2 people – Looking at extracts and analysing the effect the author creates due to their style. Revealing emotions and feelings building up (stronger) and emotions getting weaker (character calming down). Independent - Using a video stimulus Dilemma story with dialogue – link to previous writing about emotions and feelings, Diary – explorers (pain, joy, hardship)</p> <p>Writing to entertain grammar Formal and informal language Standard and non-standard English Apostrophes Short sentences Passive Relative clause Inverted commas. Colons Semi-colons</p> <p>Poetry – Conversational poetry.</p>	<p>Writing to Inform – Explanation text - the circulatory system: what is it? Review and build upon the work completed in year 4 for the digestive system.</p> <p>Independent – explaining how a made up food/drink can help the human body be healthier.</p> <p>Develop writing to Essay style writing – what is the importance of exercise and why is it vital for overall health both mental and physical?</p> <p>Writing to persuade grammar Imperative and modal verbs. Fronted adverbials. Conjunctions Semi-colons Colons</p> <p>Poetry – Comic verse poetry.</p>	<p>Writing to discuss – Character reviews – Professor Snape: good or bad? The Artful Dodger: good or bad? Wildboy: Monster or misunderstood?</p> <p>Independent: Is graffiti art? Should SATs be banned? Should schools have school uniforms? (Children can create their own question to discuss).</p> <p>Writing to discuss grammar Expanded noun phrases Passive voice Colons and semi-colons Parenthesis Commas for ambiguity. Modal verbs.</p> <p>Poetry – Reviewing poetry.</p>
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English – Guided Reading Whole Class VIPERS	Vocabulary Fact retrieval and inference focus. Using evidence from the text to support an answer. Street Child – Berlie Docherty		Vocabulary Fact retrieval and inference focus. Using evidence from the text to support an answer. Answering 3 mark questions effectively. Summarising. The Wolf Wilder – Katherine Rundell Darwin's Dragons – Lindsay Galvin		Comparing extracts and texts. Giving opinions based on the text. Pig Heart Boy – Malorie Blackman	
Reading for Pleasure (extracts to entice the children to read for themselves)	Focus - Poetry – including... Michael Rosen, Benjamin Zephaniah	Focus - Classic texts: including...The Wind in the Willows by Kenneth Graham and Treasure Island by Robert Louis Stevenson	Focus – other cultures including... Ramayana – Divine Loop hole – Sanjay Patel Windrush Child by Benjamin Zephaniah	Focus - Female Authors - Sky Song by Abi Elphinstone Katherine Rundell Emma Carroll	Focus - Shakespeare – Twelfth Night	Focus – Cornish texts

Maths	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning	Daily Fluency Recap of previous learning
	Place Value 4- operations	Number – fractions Number - decimals	Measures Problem solving using 4 ops, fractions and decimals	Percentage Ratio Algebra	Area and perimeter Volume Angles Geometry	Position and movement Graphs averages

History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Cornish History Study:</p> <p>What was lifelike before the industrial revolution?</p> <p>Examine the cause and effect of the Industrial Revolution.</p> <p>What was the impact of the Industrial Revolution on Cornwall?</p> <p>How did it change the lives and communities within Cornwall?</p> <p>What is migration and why did the Industrial Revolution cause; migration within the UK? Migration away from the UK?</p> <p>Local historical figure: Richard Trevithick</p> <p>How did housing and homes change within Victorian Britain? Why?</p> <p>What are primary and secondary sources? Can we use information that has come from stories, artwork, photos, which were taken in the Victorian times? Why?</p> <p>National Archives Lessons: What was life like for black people in Victorian Britain? Discuss the merits of the evidence whether it is a primary or secondary and if it is secondary, how it is given merit by primary examples.</p> <p>Black Victorians - How much can documents reveal about the lives of Black people in Victorian Britain? Hard Labour - What was life like for a Victorian child criminal?</p>	<p>Historical figures: Ernest Shackleton</p> <p>Ernest Shackleton</p> <p>What is Shackleton known for?</p> <p>What other events were happening in the world at the time Shackleton was alive?</p> <p>What impact does that have on what Shackleton did at the time and the decisions that he made?</p> <p>How does nationality influence our view of the events in history? Look at resources from different perspectives and compare.</p> <p>Using primary and secondary sources of information.</p> <p>Understand our perceptions is related to British history – how do other people around the world perceive Ernest Shackleton? (Look at Norwegian point of view – Roald Amundsen)</p>	<p>Review the History learned – Look at all periods of history studied at Probus School.</p> <p>Review when the civilisations appeared and children can begin to compare periods of time and civilisations (e.g. Stone Henge was built 1000 years before the ancient Egyptian pyramids. When the pyramid of Giza was being built, there were still woolly mammoths. We are closer in time to th T-Rex than a T-Rex was to a stegosaurus.)</p> <p>Review the differences and similarities with houses.</p> <p>Review major achievements.</p> <p>LOCAL - Mini-project:</p> <p>History of Probus – What is the history of Probus? How has Probus Church changed over the years?</p> <p>Local history – Emily Stackhouse</p> <p>Who was Emily Stackhouse?</p> <p>What is she known for?</p> <p>Where and when did she work?</p> <p>Children to think about historical implication of the work of Emily Stackhouse and why she is known and celebrated in some sections of society.</p>
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Geography		<p>The United Kingdom = What is the UK and how have people affected the UK's landscape? Compare and contrast the different countries in the UK. Identify where I live in the UK and locate the UK's major cities. Identify physical characteristics of the UK. Understand how people have affected the UK's landscape. Describe and explain the sorts of industries in which people in the UK work. Understand the different types of energy sources used in the UK. Evaluate the advantages and disadvantages of wind energy.</p> <p>Locational Knowledge - 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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and Physical Geography - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>South America: Rio and South East Brazil</p> <p>Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America. Compare key facts about Brazil with your country. Use photographs and information texts to imagine what daily life in Rio might be like. Identify how my life is linked to Rio and the South East of Brazil. Identify the pros and cons of hosting the Olympic Games.</p> <p>Locational Knowledge -locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator -identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place Knowledge - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>
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Science	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working Scientifically Take measurements to improve accuracy – using a lux light measuring app. Label diagrams</p> <p>Changing variables to test a prediction.</p> <p><i>PSST- Standing on the Shoulders of Giants- Michael Faraday (Wind Power)</i></p>	<p>Light 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 light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><i>Ogden Trust – Light Timeline</i></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><i>PSST- Standing on the Shoulders of Giants- Charles Darwin (The Evolution of Evolution)</i></p> <p><i>PSTT- "I can explain"- habitat pictures</i></p>	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Is the transplanting body parts from other humans and animals ethical in our society?</p> <p><i>PSST- Standing on the Shoulder of Giants- Santorio Santorio (The journey of a pulse meter)</i></p>	
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Art	William Morris – Observational drawings (leaves and natural objects) in the style of William Morris. Developing an understanding of tone and use of colour.			Observational drawings of skulls and bones. Local artist – Emily Stackhouse (Drawing skills) - 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]	Antony Gormly – Body in landscape Leonardo Di Vinci – Anatomical sketches. (Drawing and shading skills)	Digital art – is there any purpose in buying art that doesn't physically exist?
D/T		Materials for purpose - Victorian based moving toy using electrical systems and cogs. Buy Make Your Own Fairgrounds D&T Class Kit TTS (tts-group.co.uk)	Construction – design and make bird tables.			Food Technology – design and make a 2-course meal based on understanding of a healthy lifestyle.
Music	“Happy” Motown	Classroom Jazz	A New Year Carol	You’ve got a friend in me	Music in me	Class end of year musical.
MFL - French	Asking the time. Answering and asking questions about times. Describing the daily routine. Numbers to 60	Describing a house and the rooms in a house. Asking and answering questions about houses. Christmas: at the table transactional language.	Talking about different sports. Simple explanation of a sport. Opinions of different sports.	Feelings and characteristics. Asking and answering questions about feelings. Fairground rides – expressing likes, dislikes and opinions about them.	Food and drink – transactional language about mealtimes. How to buy different snacks and drinks.	Review and revisit. Emphasis on questions and answers.
RE	Kingdom of God – What kind of King was Jesus?	Incarnation Was Jesus the Messiah?	Hinduism – Why do Hindus want to be good?	Creation/Fall Creationism and science – are they a conflict or complimentary?	Why do some people believe in God and some people not?	What matters to most Humanists and Christians?
PSHE	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	PE for fitness – circuits Gymnastics	Dance Gymnastics	Capoeira	Invasion games – netball and football	PE for fitness – running	Striking and fielding Athletics

	Handball		Invasion games – rugby and hockey	OAA	Net and Wall – tennis and badminton	
Computing	Computing systems and networks – Communication and Collaboration Link to PSHE – communicating effectively with others.	Creating media – 3D modelling Link to DT and shape in maths – design and create things for a fairground.	Programming A - Variables in games Link to science / geography/ PSHE– children create their own game linked to the environment.	Creating media - Webpage creation Link to foundation subjects – children create a website to show knowledge of <u>previous</u> learning.	Data and information - Introduction to spreadsheets -link to maths (mean, data, tables) -link to science - BPM	Programming - Sensing movement Link to science and PE – creating a step counter.

Driver 1 To promote and celebrate <u>diversity</u> within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.	Black History Month – Awareness British Empire – the beginning of a diverse UK.	National Archives session = Black Victorians (awareness of diversity in Victorian Britain).	Women and ethnic minorities in the world of computing.	British Science Week to include STEM ambassadors visiting the school (local experts).	Emily Stackhouse – lived in Probus during the Victorian times (botanist)	
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Driver 2	
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<p>To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.</p>	<p>Wild Tribe</p> <p>Art – looking at plants and flowers in our local environment.</p>	<p>Developing observational skills in the outdoor environment (using magnifying glasses and microscopes).</p>	<p>Visiting the allotment.</p>		<p>Walking around Probus – visiting the church.</p> <p>Linked to healthy body, healthy mind and the circulatory system – children will be outside for regular walks in and around the school area.</p>	
<p>Driver 3</p> <p>To ensure exposure for all to events and learning with high <u>cultural capital</u>, especially for the pupil premium cohort.</p>		<p>Visit to Geevor mine.</p>	<p>Shipwreck museum -</p>		<p>Year 6 residential</p> <p>Visit from a medical expert to talk through the human body (circulatory system).</p>	<p>Class performance at the Hall for Cornwall (performing a Shakespeare extract)</p> <p>Year 6 drama production.</p>