

# Longford Primary Academy

## Curriculum planning



|        |                                   | Autumn  |
|--------|-----------------------------------|---|
| YEAR 6 | Theme(s)                          | World War 2   |
|        | WOW Ideas                         | Air raid shelter<br>Evacuate children<br>Tea dance<br>Make food from rations  |
|        | Possible enrichment opportunities | <ul style="list-style-type: none"> <li>• Cannock chase museum</li> <li>• Tea dance</li> <li>• Visitor</li> </ul>  |
|        | English links & texts             | <ul style="list-style-type: none"> <li>• Kensukes kingdom</li> <li>• Wartime speeches</li> <li>• Wartime diary extracts</li> <li>• Little ships wartime poetry</li> </ul>   |
|        | Maths links                       | Dates and ordering<br>Weighing and measuring – conversion imperial/metric   |
|        | Topic Objectives Half Term 1      | <b>History</b><br>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> <li>• To accurately use dates and relevant terminology to describe events.</li> <li>• To understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• To use a wide variety of sources of evidence to deduce information about the past.</li> <li>• To consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.</li> <li>• To seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> |
|        | Topic Objectives Half Term 2      | <b>Geography</b> <ul style="list-style-type: none"> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's underground maps)</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>  |
|        | Topic Objectives Half Term 2      | <b>Art</b> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> </ul> <b>DT</b> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>  |
|        | Science Objectives                | <b>Living Things &amp; their Habitats</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul>   |

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| Working Scientifically Objectives | <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>   |
| MFL                               | <p>French</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> |
| RE                                | <p>Commitment</p> <ul style="list-style-type: none"> <li>• <i>Investigate</i> ceremonies associated with joining or belonging to a faith community and <i>talk about</i> the meaning of commitment</li> </ul>  |
| PE                                | <ul style="list-style-type: none"> <li>• Netball</li> <li>• Indoor athletics</li> <li>• Dance</li> <li>• Football</li> </ul>   |
| Computing                         | <p>Computing</p> <ul style="list-style-type: none"> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Digital literacy – Morpho speeches</p>  |
| Possible outcomes                 | <ul style="list-style-type: none"> <li>• Write our own chapter of Kensuke’s kingdom</li> <li>• Create own wartime speech and film with morpho</li> <li>• Tea dance with parents</li> <li>• WW2 artwork</li> </ul>  |