

SHARE MAT Curriculum Plan Overview

Academy: Cowlersley Primary Academy:

Year Group: Year 6

Cycle 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Billy Elliot/Town is by the Sea</p> <p>Writing Opportunities: Short burst writing-descriptions of the boxing match, First person description, diary</p> <p>Talk for writing narrative: Town is by the sea</p> <p>Biographies of famous people triumphing over adversity (Nelson Mandela, Mo Farah, Rosa Parkes, Malala)-link with Black History month-use of How to be extraordinary biographies text (Kate Pankhurst)</p>	<p>Skellig</p> <p>Writing Opportunities: Talk for writing inspired by Skellig: Fiction: short burst setting description Innovated suspense/finding a character Diary account Dialogue description Non-fiction: non chronological report-Creation of own mythical beast</p>	<p>Room 13</p> <p>Writing Opportunities: Room 13-short burst writing-diary/character's letters</p> <p>'Red Eye'-talk for writing text --Short burst descriptions-use flying buttress Whitby Abbey inspiration</p> <p>Non-fiction: newspaper report inspired by Room 13</p>	<p>The Impossible film, Tsunami Kids non-fiction text</p> <p>Writing Opportunities: -Short-burst descriptive writing based on The Impossible film (including dialogue)</p> <p>Non-fiction: Explanations-how a tsunami/earthquake/volcano happens.</p> <p>-Talk for writing text: The Caravan short story</p>	<p>Planet Earth film,</p> <p>Writing opportunities: Short-burst descriptive writing on the Sloth (from Planet Earth episode 1)</p>	<p>The Island/The caravan</p> <p>Non-chronological report on an animal (possibly re-edit from Autumn 2)</p> <p>Persuasive text-why plastic straws should be banned</p> <p>Short pieces for moderation: Pobble short burst writing texts The Caravan short story (if not completed Spring 2) --Summer 2—Look at The Island by Armin Greder</p>
Mathematics-see AET scheme	Unit 1-3 Number and place value	Unit 4, 5 and 6 Reasoning with measure and shape	Unit 7 and 8 Fractions, decimals and percentages	Unit 9 and 10 Number problems and statistics/revision	Revision and SATs	Unit 11, 12 Algebra and ratio and proportion
Science	Light  Evolution and Inheritance		Evolutions and Inheritance  Living things and their habitats		Animals including Humans  SRE	
Art	No Art due to DT focus	Mixed media collage: of own design of mythical beasts (linked with Skellig) Artist: Sara Fanelli-Mythical beasts	Painting and Colour Mark Making and use of colour Observational drawings of Piece hall, add colour developing them over time by allowing them to dry and adding more detail over time		Art-Sculpture: Look at creating sculpture inspired by Blue Planet - See progression of skills throughout KS2 and build up to Year 6 skills: Research of 3D forms through collecting visual stimuli to inform design. - Use of craft knives to score and manipulate to achieve a planned effect. - Demonstrate use of low relief onto sculptures. - Manipulate wire to explore malleable qualities before beginning work. - Build upon use of wire to create armature forms and pad out using newspaper before covering in Modroc. - use of withies and glue gun to create human forms showing movement. - Build up pieces using plaster of paris and dry brush to add colour.	

					<p>Art-painting/printing techniques          Look at Banksy and 'environmental artists/political artists'  <i>See progression of skills throughout KS2 and build up to Year 6 skills:</i></p> <p>Evidence of the development of a piece of work contributing towards a final outcome (evidence of trying out different techniques)          - Starting to take risks with paintings incorporating mixed media such as collage materials. Influences of works studied can be seen but work is not a direct copy. (Consider pop art)</p>	
Computing / ICT	Internet safety	<ul style="list-style-type: none"> <li>Communication and networks</li> </ul>	Algorithms	<ul style="list-style-type: none"> <li>Programming</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> <li>Hardware and processing</li> </ul>	
Design / technology	<p>DT-see progression of skills.          Cooking and nutrition-Food from around the world</p>	<p>Design, build and Evaluate-          Design and build a War memorial piece that when put together with the rest of your class will make a Remembrance day model. Evaluate how you can fit it together to achieve the desired effect. Materials to be used to be fit for purpose if indoor or outdoor etc.</p>	No DT due to Art focus	No DT due to Art focus	<p>Food Technology-          Research Tudor Food and create some traditional recipes from the era. Evaluate them and use these to create Tudor inspired final piece.</p>	
French	<p><b>Use of I languages scheme</b></p> <p><i>Build on skills taught throughout KS2 to address gaps and build up to Year 6 skills:</i></p> <p><b>Speaking and listening:</b>          Understand the main points and some of the detail from a short spoken passage – e.g.  <ul style="list-style-type: none"> <li>sentences describing what people are wearing</li> <li>an announcement</li> </ul>         -Take part in a simple conversation.          -Express an opinion. Know how to pronounce a range of letter strings. Begin to understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.</p> <p>(Year 5 skill) <b>Writing:</b> Write a few short sentences with support using already learnt – e.g.  <ul style="list-style-type: none"> <li>postcard</li> <li>simple note or message</li> <li>identity card Spell words that are readily understandable.</li> </ul> <b>Reading:</b> Understand the main point(s) and some of the detail from a short written text.          Begin to read independently          Use a bilingual dictionary to look up new words.</p> <p><b>Inter-cultural understanding:</b>          Talk about, discuss and present information about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.</p>					
Geography	<p>Place study: Focus on a North, South American or African region (can contrast two regions)          -change each cycle</p>	<p><b>NO geography covered this half term due to history focus.</b></p>	<p><b>NO geography covered this half term due to history focus.</b></p>	<p><b>Physical disasters: natural disasters (focus on floods and tsunamis)</b></p>	<p>Sustainability and pollution: Focus on impact of different types of pollution on human and physical geography over time</p>	<p><b>World place knowledge linked with countries studied on Planet Earth.</b>          Fieldwork Post SATs: Geographical enquiry (eg traffic survey) linked to pollution. Link</p>

						with maths work on statistics.
History	No History due to Geography focus this half term	WW2 and the Battle of Britain-chronology and knowledge focus	A Local History Study-Luddites/Piece Hall	No history due to Geography focus this half term	Horrible Histories': link with theme of crime and punishment over medieval-Tudor times and/or health and medicine (chronology, enquiry)	
Physical Education	Cricket Football	Baseball	Rugby	Gymnastics	Yoga	Tennis
Religious Education	How do Sikhs show commitment?		Growing up and rites of passage.		• How do Jews remember kings and prophets?	
PSHE / Jigsaw	Being Me in My world Celebrating Difference		Dreams and goals Healthy Me		Relationships Changing Me	