CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 6 – SPRING 2

Learn from yesterday, seek today and aimfor tomorrow

September 2021

HistoryDriver: Beyond 1066

Key Enquiry:

History Driver

What I need the children to learn	Possible learning experiences
Beyond 1066	
An aspect of theme that takes pupils beyond 1066	
• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world	***WW2 – plot on a timeline*** ***Writing which states how Britain has influenced world, lives to empire*** ***Artefacts, diagrams, writing, drama, poetry linked to WW2***

Computing

What I need the children to learn	Possible learning experiences
Using programs	
Pupils should be taught to 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	
• present the data collected in a way that makes it easy for others to understand	https://www.icompute-uk.com/members-area/uks2/index.html and select Year 6 and then iData unit. To be covered through topic and mathematical work

Music

New published Music Scheme to arrive shortly but in the meantime please access https://www.bbc.co.uk/teach/ks2-music/zfv96v4 for music ideas for Key Stage 2.

What I need the children to learn	Possible learning experiences
History of music	
develop an understanding of the history of music	
• compare and contrast the impact that different composers from different times have had on people of that time	
Listen	
listen with attention to detail and recall sounds with increasing aural memory	
• accurately recall a part of the music listened to	

Design Technology

What I need the children to learn	Possible learning experiences
Designing	
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*	
• use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way show that culture and society is considered in plans and designs	***Design a Bayeux Tapestry as a class to sew (a scene from Battle of Hastings)***
Making	
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	
• know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for explain why a specific tool is best for a specific action	***Create sewing project or use fabric pens***
Evaluating	
investigate and analyse a range of existing products *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	
• know how to test and evaluate designed products • explain how products should be stored and give reasons evaluate product against clear criteria	***Evaluate overall design of Bayeux Tapestry***
Technical Knowledge	
apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams,	

levers and linkages]	
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
apply their understanding of computing to program, monitor and control their products.	
• use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing	***Textile, cut, design, material, construct***

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• demonstrate stamina and increase strength	***Setting targets for activities and beating them*** ***Links to Real PE 4***
Competitive Games	
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	
• agree and explain rules to others • work as a team and communicate a plan lead others in a game situation when the need arises	
Gymnastics	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• combine own work with that of others sequences to specific timings	
Dance	
perform dances using a range of movement patterns	
• develop sequences in a specific style choose own music and style	
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• plan a route and a series of clues for someone else plan with others, taking account of safety and danger	
Evaluate	

compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• know which sports they are good at and find out how to improve further	
Real P.E.	
Unit 4 Applying Physical • I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Healthy Me	**Resource links from: Jigsaw**
• Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse	In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. **Please see the link below**

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/lzebuhel/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education

What I need the children to learn	Possible learning experiences
U2.7	
• What matters most to Christians and Humanists?	*Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall'*

	in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad? *Talk about how having a 'code for living' might help people to be good.*

Foreign Languages

What I need the children to learn	Possible learning experiences
Speaking	
speak in sentences, using familiar vocabulary, phrases and basic language structures	
• hold a simple conversation with at least 4 exchanges • use knowledge of grammar to speak correctly	
Reading	
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	
• understand a short story or factual text and note the main points • use the context to work out unfamiliar words	
Writing	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
• write a paragraph of 4-5 sentences • substitute words and phrases	

Cayton Creation

Blitz Artwork

Cayton Conclusion

World War 2 Trenches

English

What I need the children to learn	Possible learning experiences
Diaries Propaganda posters Explanation texts.	

Mathematics

What I need the children to learn	Possible learning experiences
Refer to the White Rose SOL online https://whiterosemaths.com/resources/primary-resources/primary-sols/ Converting units Perimeter, Area and Volume Ratio	