

*Khalsa Primary School 'Excellence through Integrity'*  
*Year 6*

	<p style="text-align: center;"><b>New Beginnings</b></p>  <p style="text-align: center;"><b>We are high standard learners!</b></p>	<p style="text-align: center;"><b>Getting on and falling out &amp; Say no to bullying</b></p>  <p style="text-align: center;"><b>We are optimistic about life!</b></p>	<p style="text-align: center;"><b>Going for Goals</b></p>  <p style="text-align: center;"><b>We are Risk-takers!</b></p>	<p style="text-align: center;"><b>Good to be me</b></p>  <p style="text-align: center;"><b>We have Self-respect and Self-discipline!</b></p>	<p style="text-align: center;"><b>Relationships</b></p>  <p style="text-align: center;"><b>We have Social skills and are Socially aware!</b></p>	<p style="text-align: center;"><b>Changes</b></p>  <p style="text-align: center;"><b>We are Spiritually aware!</b></p>
	8 weeks	7 weeks	6 weeks	4 weeks and 4 days	7 weeks *(SATs week)	7 weeks
<b>Literacy</b>	<p><b>Narrative Unit 4</b> <b>Stories with flashbacks</b> Hugh Lupton et al 'The Adventures of Odysseus' <b>Outcome 1 : Write own version of own of the adventures</b> e.g. The Cyclops inventing own mythological creature in place of the cyclops. <b>Outcome 2: Write a reading journal entry.</b></p> <p><b>Poetry Unit 1</b> <b>The Power of Imagery</b> The Highwayman <b>Outcome: A poetry display and group book.</b></p> <p>Non-fiction Unit 3 <b>Argument</b> (T4W unit) 'The Universal Declaration of Human Rights' and texts 'We are all born free' and "I have the right to be a child' and materials from Unicef <b>Outcome: Written discussion</b></p>	<p><b>Narrative Unit 3</b> <b>Authors and Texts</b> Reading Journals Shaun Tan 'Tales from Outer Suburbia' <b>Outcome 1: Write own story version of 'Eric'</b> imagining you have your own unusual foreign exchange student coming to stay <b>Outcome 2: Write a reading journal entry.</b></p> <p>Unit 1 Non-Fiction <b>Biography and Autobiography</b> Linked to artists/architects/designers <b>Outcome: Write a biography on an artist</b> (e.g. <i>Henri Rousseau</i>), <b>architect</b> (e.g. <i>Le Corbusier</i>), <b>designer</b> (e.g. <i>Philippe Starke</i>)).</p> <p><b>Poetry</b> (CLPE unit) with a focus on reading and understanding <b>Outcome: Write a reading journal entry responding to the</b></p>	<p><b>Narrative Unit 2</b> <b>Extending Narrative</b> A Quest Adventure Phillip Pullmans 'Northern Lights' Film: The Golden Compass <b>Outcome 1: Write extract of an adventure.</b> <b>Outcome 2: Write a reading journal entry.</b></p> <p><b>Information Texts</b> Evolution and Inheritance From 'Billions of years, amazing changes. The story of evolution' by L. Pringle (focus Chpts 7-10) <b>Outcome: Create an information text on the process of evolution.</b></p> <p><b>Poetry</b> (CLPE unit) with a focus on reading and understanding <b>Outcome: Write a reading</b></p>	<p><b>Narrative</b> Other Shaun Tan books or stories <b>Outcome: Write own short story telling of 'The Lost thing'</b> changing another story element e.g. the setting</p> <p>Non-Fiction: <b>Formal and Impersonal</b> Link to trip/virtual tour <b>Outcome: create a virtual guided tour/PowerPoint with text/pictures and audio.</b> (Could be linked back to the Tour of the National Gallery if visited The Tiger during biography unit with more research done online)</p>	<p><b>Narrative Unit 1</b> <b>Fiction Genres</b> <b>(Classic story)</b> The Secret garden.</p> <p>Non-Fiction <b>Journalistic Writing</b> '3 cheers for Inventions' Marcia Williams 'Girls think of everything' C Thimmesh <b>Outcome: Write a news article based on an invention of own choice.</b></p> <p><b>Poetry Unit 2</b> <b>Finding a voice</b> 'Wonder- R.J.Palcio' <b>Outcome: A poetry display and group book. Perform to an audience.</b></p>	<p><b>Transition</b> <b>Hope &amp; Challenges</b> Around their exploration of feelings about moving to secondary school and a reflection of their time at primary school</p> <p>To include some work (Seal materials) around bullying</p>

	<b>on the issue</b> ; include own ideas for rights	<b>poem</b>	<b>journal entry responding to the poem</b>			
<b>Menu of Extended Writing Opportunities</b>	Prepare a <b>debate</b> arguing a particular case' or in support of the rights of a child.  Explore Dylan Thomas <b>short stories</b> e.g. 'A child Christmas in Wales'. Compare the power of imagery in their story with that of The Highwayman.  Journalistic writing in the form of <b>news reports</b> about key events in the stories from Ancient Greece.	Write an <b>autobiography</b> researching Henri Rousseau, Le Corbusier, Phillip Starke (one they haven't explored above) imagining significant events from their own life as if that person.  Write a own <b>story</b> version of based on Shaun Tan stories from 'Tales of outer suburbia'  Write a vivid <b>description</b> of 'The Tiger' having visited at the National Gallery	Write an <b>Information text</b> on 'Living Things and their Habitats' for another younger class..  Write about an <b>adventure</b> using the main character of an adventure film/story 'Paddington'. Focus on a small excerpt (e.g. where he floods the bathroom) and retell in detail.  Write an <b>explanation</b> text on how fossils form linked to practical activity 'How to make a fossil from a dog biscuit'	Create <b>persuasive posters</b> to persuade parents to donate to a charity (e.g. Red nose day)  Write a <b>persuasive sales pitch</b> for the product created in DT and present in the form of Dragons den to a panel.	Retell a <b>short story</b> based on a film. (Pixar short films collection)  <b>Diary entry</b> on trip; or series of entries at school journey.	<b>Emotive writing</b> about moving to secondary school.  Using Malorie Blackman 'Cloud Busting' Laird Elizabeth 'Secret Friends' explore the issues within these texts and <b>write reading journal entries</b> . Using texts role play bullying scenarios.
<b>Assemblies /Important dates</b>	<ul style="list-style-type: none"> <li>• Rewards and consequences, school rules</li> <li>• Setting up a School Council</li> <li>• Black History Month</li> <li>• One World Week</li> </ul>	<ul style="list-style-type: none"> <li>• National Anti-Bullying Week</li> <li>• Bonfire Night</li> <li>• Road Safety Wk</li> <li>• Sustainable Development Day</li> <li>• International Children's Day</li> <li>• Human Rights Day</li> </ul>	<ul style="list-style-type: none"> <li>• Unicef Day of Change</li> <li>• Walk to School Week</li> <li>• Recycling Week</li> <li>• Holocaust Memorial Day</li> <li>• Martin Luther Day</li> </ul>	<ul style="list-style-type: none"> <li>• International Women's Day</li> <li>• Mother's Day</li> <li>• Red Nose Day</li> <li>• Fairtrade Fortnight</li> <li>• International Book Day</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> <li>• Family Week</li> <li>• National Children's Day</li> <li>• Disability Awareness Day</li> <li>• Jeans for Genes Day</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee Week</li> <li>• World Environment Day</li> <li>• Summer Fayre</li> <li>• International Week</li> <li>• My Money Week</li> </ul>
<b>Possible trips</b>	Visit to the House of Commons to witness debate	Visit and do workshop around Rousseau's The Tiger painting at the National Gallery			School Journey (residential)	
<b>Numeracy</b>	Place value incl. decimals Mental and written addition Mental and written multiplication (time) 2D and 3D shape Mental and written subtraction Mental and written division	Fractions Fractions, percentages, ratio and proportion Geometry - angles Statistics – pie charts Measurement – length, including perimeter and mass Measurement – area and volume Assess and review week	Place value, sequences and coordinates 2D shape, coordinates, translation and reflection Measurement – temperature, mean Calculating with fractions Mental and written division Mental and written multiplication	Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics – line graphs and pie charts Assess and review week	Place value, decimals and fractions Mental and written calculation Calculating fractions, ratio and proportion Coordinates, translation and reflection Algebra and sequences Measurement (length and time) and statistics - mean	Measurement – mass and volume / capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape Assess and review week
<b>Science</b>	Living Things and their habitats Y6	Evolution and inheritance Y6	Electricity Y6	Light Y6	Animals including Humans Y6	
<b>Core enquiry focus</b>	Research & Identifying & classifying	Pattern seeking & Observing over time	Fair testing	Fair testing & pattern seeking	Research and revisit any other	

<b>ICT</b>	<b>Programming</b>	<b>Computational thinking</b>	<b>Creativity</b>	<b>Computer Networks</b>	<b>Communication/Collaboration</b>	<b>Productivity</b>
<b>Art</b>	Sculpture experimenting, form, As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.	Artists, architects and designers in history Continuously refer back to artists, architects and designers in history for inspiration or comparison	Painting – acrylic Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.	Drawing :charcoal Pencil Use a variety of techniques to create form and texture i.e. shading and perspective.		
<b>DT</b>	Health and nutrition: cooking Understand seasonality. Prepare and cook mainly savoury dishes. Understand and apply the principles of a healthy and varied diet. Know if foods are grown, reared, caught or processed.	Evaluate for function and purpose Research and evaluate a known existing product. Choose something within a specific group and examine their relevant needs. Use data handling to get public opinion. Use computing where possible. Create a design criterion for a product using your evaluation.	Design for purpose Using the design criterion make an annotated sketch. Use cross-sections, diagrams and computer aided design. Ensure it is fit for purpose and appealing. Students analyse and evaluate their own work.	Build for function and purpose Create a prototype using the design criterion. Use mechanical and electrical systems in their own products, including programming. Choose an appropriate material from a wide range of materials. Make it appealing.	Test for purpose Test your product and see if it works. Hold an exhibit of your work and ask for feedback based on the “steps to success”.	
<b>RE</b>	<b>Why are sacred texts important?</b>	<b>What is the role of the mosque?</b>	<b>Why are sacred texts important?</b>	<b>What is the Qur’an and why is it important?</b>	<b>Worship and community</b>	<b>How do people express their faith through art?</b>
<b>Sikh Studies</b>	Importance of the Gurdwaras in India including historical stories and geographical locations. (B&E)	Understanding the meaning of Gurbani and carrying out the meaning of the Hukumnama. How should a Sikh live (C)	Sikhi today past and present. Timeline of Sikh history. (C)	History and Significance of the Harmandir Sahib. Include details of Trees, Sarovar, Baba Deep Singh, Guru Ram Das Ji, Guru Arjan Dev Ji. (B&E)	Story of Bhai Taru Singh Ji and his love towards his Guru. ‘Sir Javey ta javey mera Sikhi sithak na javey. (D&E)	My Sikh Faith. Debates Importance of Seva. Concept of Daswand (C)
<b>Geography</b> <b>KS2</b>					<b>Human and physical geography</b>  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals	<b>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time</b>

					and water Y6	zones (including day and night (Y5/6))
<b>History</b>	Ancient Greece- Y6	Ancient Greece- Y6	A non-European society that provides contrast with British History. (Mayan Civilization A.D 900) – Y6	A non-European society that provides contrast with British History. (Mayan Civilization A.D 900) – Y6		
<b>PE KS2</b>	use running, jumping, throwing and catching in isolation and in combination	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	take part in outdoor and adventurous activity challenges both individually and within a team	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	perform dances using a range of movement patterns	develop flexibility, strength, technique, control and balance
<b>Music KS2</b>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	use and understand staff and other musical notations	listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the interrelated dimensions of music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music
<b>Languages Punjabi</b>	Children are supported to give their speaking presentation during the term and are tested at the end of the Autumn 1 term. Emphasis on listening to listener's question and be able to answer the listener. Use lot of Cue cards to support speaking activity. Cue cards to be based on the topics used by GCSE model Question papers. Ref. AQA/Punjabi/past question papers. Also encourage children to choose their own topics.	Recap on listening activities practised last year. Focus on listening to topic based texts preferably from the GCSE based CDs and websites. Children are guided to listen to the announcements/ advertisements /reviews/opinions and travelling based texts. Texts to be listened in Punjabi and then answered the questions in English in writing. Emphasis on listening activities.	Develop children's reading skills by using variety of texts covering lifestyle of Punjabis in UK. T may use the : <ul style="list-style-type: none"> <li>• Public notices</li> <li>• Mile stones</li> <li>• Short messages</li> <li>• Small articles</li> <li>• Word puzzles</li> <li>• Informative statements</li> <li>• Dialogues</li> </ul> Children read the texts in Punjabi and answer the text based questions in English T may use texts children wrote during their free time at home as part of Punjabi writing activity.	Develop children's writing skills by using variety of texts covering lifestyle of Punjabis in UK. T may use the : <ul style="list-style-type: none"> <li>• Public notices</li> <li>• Mile stones</li> <li>• Short messages</li> <li>• Small articles</li> <li>• Word puzzles</li> <li>• Informative statements</li> <li>• Dialogues</li> </ul> Children read the texts in Punjabi and answer the text based questions in Punjabi. T may use texts children wrote during their free time at home as part of Punjabi writing activity.	Test and polish children's listening, speaking reading and writing skills by using variety of texts covering AQA/Punjabi/past question papers.	Test and polish children's listening, speaking reading and writing skills by using variety of texts covering AQA/Punjabi/past question papers. T discuss solved question papers with every child.

