



## Year 6 2020/21 – Curriculum Long Term Plan



AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
<b>ENGLISH</b>					
<p><b><u>Brilliant Book</u></b> <b><u>I Believe in Unicorns</u></b> <b>by Michael Morpurgo</b> Stories that raise issues</p> <p><b><u>WW2 poetry</u></b> Focus on imagery and language, poetic devices and techniques</p>	<p><b><u>Holes by Louis Sachar</u></b> A range of genres and SPaG</p>	<p><b><u>Picture book</u></b> Tuesday by David Wiesner (2weeks)</p> <p><b><u>Playscript</u></b> Hamlet by William Shakespeare (2weeks)</p> <p><b><u>Picture book</u></b> Flotsam by David Wiesner (2weeks)</p>	<p><b><u>Wonder by R.J.Palacio</u></b></p> <p><b>SATs revision including past papers</b></p>	<p><b><u>Wonder by R.J.Palacio</u></b></p> <p><b><u>Twisted Fairytales</u></b> The Lost Happy Endings. Descriptive writing of character and setting</p>	<p><b><u>Literacy Shed Videos</u></b> Alma Rock, Paper, Scissors</p> <p><b><u>Poetry</u></b> Leaver's poetry Looking to the future Dreams/Ambitions in poetry</p>
<b>MATHS</b>					
<p><b><u>Place Value</u></b> (Number) (2/3 weeks)</p> <p><b><u>Addition, Subtraction, Multiplucation and Division</u></b> (Number) (4 weeks)</p>	<p><b><u>Fractions</u></b> (4 weeks)</p> <p><b><u>Position and Direction</u></b> (Geometry) (2 weeks)</p> <p><b><u>Consolidation</u></b></p>	<p><b><u>Decimals and Percentages</u></b> (Number) (4 weeks)</p> <p><b><u>Algebra</u></b> (Number) (2 weeks)</p> <p><b>Consolidation and SATs revision/past papers</b></p>	<p><b><u>Converting Units</u></b> (Measures)</p> <p><b><u>Area, Perimeter, Volume</u></b> (Measures)</p> <p><b><u>Ratio</u></b></p> <p><b>Consolidation and SATs revision/past papers</b></p>	<p><b><u>Properties of Shapes</u></b> (Geometry)</p> <p><b><u>Problem Solving</u></b></p> <p><b><u>Statistics</u></b></p>	<p><b><u>Investigations</u></b></p>
<b>RE</b>					
<b>A - Stories of the People of God</b>	<b>B - Followers of Christ</b>	<b>D – Christmas</b>	<b>F – Lent</b>	<b>J – Pentecost</b>	<b>K – Belonging to the Church Community</b>



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	C - Advent	E - Baptism and Confirmation	H - Holy Week I - Easter	G – Prayer	L – Celebrating the Life of Mary and the Saints
<b>Teaching Sequence</b>					
<p style="text-align: center;"><b><u>Unit A</u></b></p> <ol style="list-style-type: none"> <li>1) The Bible as a library of books</li> <li>2) Styles of literature found in the Bible</li> <li>3) Old Testament Timeline</li> <li>4) Stories of significant people from the Old Testament – Cain and Abel</li> <li>5) Stories of significant people from the Old Testament - Moses</li> <li>6) The Ten Commandments and Prophecy</li> </ol>	<p style="text-align: center;"><b><u>Unit B</u></b></p> <ol style="list-style-type: none"> <li>1) ‘Who is Jesus?’ Exploring why so many people followed His call.</li> <li>2) Discipleship</li> <li>3) St Theresa of Avila</li> <li>4) Vocations</li> <li>5) Saints and martyrdom</li> </ol> <p style="text-align: center;"><b><u>Unit C</u></b></p> <ol style="list-style-type: none"> <li>1) The two parts of Advent</li> <li>2) Why we prepare for Christ to come again</li> <li>3) Writing a modern day parable</li> <li>4) Exploring hymns about the coming of Christ</li> </ol>	<p style="text-align: center;"><b><u>Unit D</u></b></p> <ol style="list-style-type: none"> <li>1) Comparing and contrasting the two Gospel accounts of the story of the Birth of Christ</li> <li>2) Images of Jesus in the Prologue of St. John’s Gospel.</li> <li>3) Reflecting on the relationship between Jesus and God the Father.</li> </ol> <p style="text-align: center;"><b><u>Unit E</u></b></p> <ol style="list-style-type: none"> <li>1) The Baptism of Jesus</li> <li>2) Signs and symbols of Baptism</li> <li>3) Signs and symbols of Confirmation</li> <li>4) The gift of the Holy Spirit</li> </ol>	<p style="text-align: center;"><b><u>Unit F</u></b></p> <ol style="list-style-type: none"> <li>1) Jesus’ teachings</li> <li>2) CAFOD and Poverty</li> <li>3) The Parable of the Rich Man and Lazarus</li> <li>4) The Parable of the Sheep and the Goats</li> <li>5) The Beatitudes</li> </ol> <p style="text-align: center;"><b><u>Unit H</u></b></p> <ol style="list-style-type: none"> <li>1) Garden of Gethsemene</li> <li>2) Peter’s Denial</li> <li>3) Jesus’ Sacrifice</li> </ol> <p style="text-align: center;"><b><u>Unit I</u></b></p> <ol style="list-style-type: none"> <li>1) The Appearance of the Risen Christ to Jesus</li> <li>2) Christian belief in eternal life</li> <li>3) Funeral liturgy</li> </ol>	<p style="text-align: center;"><b><u>Unit J</u></b></p> <ol style="list-style-type: none"> <li>1) New Testament accounts of the coming of the Holy Spirit</li> <li>2) Symbols of the Holy Spirit</li> <li>3) The Gifts and Fruits of the Holy Spirit</li> </ol> <p style="text-align: center;"><b><u>Unit G</u></b></p> <ol style="list-style-type: none"> <li>1) Traditional prayers of the Church</li> <li>2) Prayer in the Scriptures – The Magnificat</li> <li>3) Prayer in The Book of Psalms</li> <li>4) Symbols and Gesture in Prayer</li> <li>5) Prayer in the Mass</li> <li>6) Prayer in Other Faiths</li> </ol>	<p style="text-align: center;"><b><u>Unit K</u></b></p> <ol style="list-style-type: none"> <li>1) The Lives of the Apostles</li> <li>2) The role of the Pope and Bishops today</li> <li>3) The Archbishop of Birmingham</li> <li>4) Our Parish</li> <li>5) Our contributions within the parish and the Universal Church</li> </ol> <p style="text-align: center;"><b><u>Unit L</u></b></p> <ol style="list-style-type: none"> <li>1) Church feasts in honour of Our Lady</li> <li>2) Sharing the life of Heaven</li> <li>3) Litany of Saints</li> <li>4) Prayers to honour Mary the Mother of Jesus</li> </ol>

### SCIENCE

**Threshold Concepts**

**Work scientifically**

This concept involves learning the methodologies of the discipline of science.

**Understand plants**

This concept involves becoming familiar with different types of plants, their structure and reproduction.

**Understand animals and humans**

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

**Investigate living things**

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

**Understand evolution and inheritance**

This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.



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<p><b>Investigate materials</b> This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <p><b>Understand movement, forces and magnets</b> This concept involves understanding what causes motion.</p> <p><b>Understand the Earth's movement in space</b> This concept involves understanding what causes seasonal changes, day and night.</p> <p><b>Investigate light and seeing</b> This concept involves understanding how light and reflection affect sight.</p> <p><b>Investigate sound and hearing</b> This concept involves understanding how sound is produced, how it travels and how it is heard.</p> <p><b>Understand electrical circuits</b> This concept involves understanding circuits and their role in electrical applications.</p>					
Light	Light/Electricity	Electricity & STEAM WEEK	Evolution and Inheritance	<i>Living Things and their Habitats</i>	Animals Including Humans
Teaching Sequence					
1) To recap how we see things. 2) To identify sources of light and distinguish between natural and artificial light sources. 3) To understand that light travels in straight lines and how shadows are formed. . 4) To continue to investigate shadows, including practical lessons.	<p style="text-align: center;"><b><u>Light continued...</u></b></p> 5) To identify parts of the eye and know their function. 6) To explore how light changes direction (refraction), 7) To explore the spectrum of light and how rainbows are formed. <p style="text-align: center;"><b><u>Electricity</u></b></p> 1) To recap prior knowledge of electricity and circuits. 2) To investigate ways in which the brightness of a bulb or speed of a motor is changed. 3) To make a Christmas card using an electrical circuit.	4) To be able to recognise and use symbols when drawing circuits. 5) To be able to plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb.  STEAM week activities.	1) To know what a fossil is and begin to understand the different ways in which fossils can be formed. 2) To deepen understanding of fossils. 3) To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 4) To identify how animals and plants are adapted to suit their environment. 5) Theory of Evolution – Charles Darwin and the Galapagos finches 6) To understand how animals adapt and evolve	1) To recap ways of grouping organisms according to their characteristics. 2) To explore ways of distinguishing between organisms that have similar characteristics. 3) To be able to classify plants according to their characteristics. 4) To find out about Carl Linnaeus and his classification system. 5) To explore what micro-organisms are and how they can be grouped. 6) To identify and classify organisms in the local area.	1) To find out how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet. 2) To investigate some different food groups and find out why a variety of foods is important for a healthy diet. 3) To find out how nutrients and water are transported in the human body. 4) To investigate what happens to the heart when we exercise and why. 5) To investigate how muscles move the skeleton



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			(practical investigation: birds' beaks) 7) To research and write a biography on palaeontologist Mary Anning (non-statutory)		and how muscle activity requires increased blood flow. 6) To investigate the effects of tobacco, alcohol and other drugs on the body.
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### **HISTORY**

#### **Threshold Concepts**

##### **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

##### **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

##### **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

##### **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past



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<b><u>World War Two</u></b>	<b><u>Local History – Pottery Industry</u></b>	<b><u>Decades of the 20<sup>th</sup> Century since 1950</u></b>
<p><b>Investigate and interpret the past</b></p> <p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"><li>• Select suitable sources of evidence, giving reasons for choices.</li><li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li></ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"><li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li><li>• Use dates and terms accurately in describing events.</li></ul>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"><li>• Refine lines of enquiry as appropriate.</li></ul> <p><b>Build an overview of world history</b></p> <p>Identify continuity and change in the history of the locality of the school.</p> <ul style="list-style-type: none"><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"><li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li><li>• Use dates and terms accurately in describing events.</li></ul> <p><b>Communicate historically</b></p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"><li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li><li>• Use original ways to present information and ideas.</li></ul>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"><li>• Use sources of information to form testable hypotheses about the past.</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li></ul> <p><b>Build an overview of world history</b></p> <p>Identify continuity and change in the history of the United Kingdom.</p> <ul style="list-style-type: none"><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul> <p><b>Understand chronology</b></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"><li>• Use dates and terms accurately in describing events.</li></ul> <p><b>Communicate historically</b></p>



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<p><b>Communicate historically</b></p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"><li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li><li>• Use original ways to present information and ideas.</li></ul>		<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"><li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li><li>• Use original ways to present information and ideas.</li></ul>
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## GEOGRAPHY

### Threshold Concepts

#### **Investigate places**

This concept involves understanding the geographical location of places and their physical and human features.

#### **Investigate patterns**

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

#### **Communicate geographically**

This concept involves understanding geographical representations, vocabulary and techniques

### Our World

#### **Investigate places**

Use a range of geographical resources.

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

#### **Investigate patterns**

Understand some of the reasons for geographical similarities and differences between countries.

Describe geographical diversity across the world.

### Geography of the UK

#### **Investigate patterns**

Describe how locations around the world are changing and explain some of the reasons for change.

#### **Communicate geographically**

- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

### Field Work

#### **Investigate places**

Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

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 Tube map).

#### **Communicate geographically**

- 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.



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### DESIGN AND TECHNOLOGY

**Threshold Concepts**

**Master practical skills**

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).

**Design, make, evaluate and improve**

This concept involves developing the process of design thinking and seeing design as a process.

**Take inspiration from design throughout history**

This concept involves appreciating the design process that has influenced the products we use in everyday life.

**Master practical skills**

Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips) (Christmas Cards)

**Design, make, evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Ensure products have a high quality finish, using art skills where appropriate.

**Take inspiration from design throughout history**

Evaluate the design of the products so as to suggest improvements to the user experience.

**Master practical skills**

Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape) (Bird Boxes)

Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding) (Bird Boxes)

**Design, make, evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Ensure products have a high quality finish, using art skills where appropriate.

**Take inspiration from design throughout history**

Evaluate the design of the products so as to suggest improvements to the user experience.

**Master practical skills**

Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape) (Props for play)

**Design, make, evaluate and improve**

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Ensure products have a high quality finish, using art skills where appropriate.

**Take inspiration from design throughout history**

Combine elements of a design from a range of inspirational designers (inspiration for props)



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<b>Teaching Sequence</b>		
<ol style="list-style-type: none"> <li>1) Introducing electrical Christmas cards – understanding how they work/how they are made</li> <li>2) Evaluating the design of existing products</li> <li>3) Designing our own cards</li> <li>4) Creating our own cards</li> <li>5) Finalising and evaluating our own products</li> </ol>	<ol style="list-style-type: none"> <li>1) Investigating and evaluating existing bird boxes</li> <li>2) Considering the purpose and positioning of our own bird boxes</li> <li>3) Developing practical woodwork skills so that our skills inform our designs</li> <li>4) Designing our own bird boxes</li> <li>5) Constructing our own bird boxes</li> <li>6) Evaluating the products we have created</li> </ol>	<ol style="list-style-type: none"> <li>1) What are props? Looking at stage designs and props used in the theatre, tv and films for inspiration</li> <li>2) Considering the props we will need to make in the context of the play we will be performing</li> <li>3) Working in sub-groups to design our props</li> <li>4) Creating our props</li> <li>5) Evaluating our props including testing them</li> <li>6) Making adaptations based on our evaluations</li> </ol>
<b>ART</b>		
<p><b><u>Threshold Concepts</u></b></p> <p><b>Develop ideas</b> This concept involves understanding how ideas develop through an artistic process.</p> <p><b>Master techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p> <p><b>Take inspiration from the greats</b> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		
<p><b><u>War Art</u></b></p> <p><b>Develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p><b><u>Stand alone Mosaic Unit</u></b></p> <p><b>Develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<p><b><u>Tie-Dye T-shirts and Digital Media</u></b></p> <p><b>Develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>



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<p><b>Master techniques</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> </ul> <ul style="list-style-type: none"> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> </ul> <ul style="list-style-type: none"> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> </ul> <ul style="list-style-type: none"> <li>• Use lines to represent movement.</li> </ul> <p><b>Take inspiration from the greats</b></p>	<p><b>Master techniques</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Use ceramic mosaic materials and techniques</li> </ul> <p><b>Take inspiration from the greats</b></p>	<p><b>Master techniques</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p>Enhance digital media by editing (including sound, video, animation, still images and installations) (Stanley Head)</p> <p><b>Take inspiration from the greats</b></p>
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### PE

**Threshold Concepts**  
**Develop practical skills in order to participate, compete and lead a healthy lifestyle.**  
 This concept involves learning a range of physical movements and sporting techniques.

<b>Cricket</b>	<b>Tag Rugby</b>	<b>Dance and HRE</b>	<b>Gymnastics and Parkour</b>	<b>Cricket and Athletics</b>	<b>Types of Training</b>
<b>Basketball</b>	<b>Sportshall Athletics</b>	<b>Hockey</b>	<b>Football and Table Tennis</b>		<b>Yoga</b>
		<b>Bikeability</b>			<b>Rounders</b>

### COMPUTING

**Threshold Concepts**

**Code**  
 This concept involves developing an understanding of instructions, logic and sequences.

**Connect**



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<p>This concept involves developing an understanding of how to safely connect with others.</p> <p><b>Communicate</b> This concept involves using apps to communicate one's ideas.</p> <p><b>Collect</b> This concept involves developing an understanding of databases and their uses.</p>					
<b>E-Safety</b>	<b>Handling Data</b>	<b>Muti-media</b>	<b>Technology in our lives</b>	<b>Programming</b>	<b>Programming</b>
<b>FRENCH</b>					
<p><b>Threshold Concepts</b></p> <p><b>Read fluently</b> This concept involves recognising key vocabulary and phrases.</p> <p><b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.</p> <p><b>Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> <p><b>Understand the culture of the countries in which the language is spoken</b> This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>					
<b>Notre école (Our school)</b>	<b>Notre monde (the world around us)</b>	<b>Le passé et la présent (then and now)</b>	<b>Ici et là (out and about)</b>	<b>Monter un café (setting up a café)</b>	<b>Quoi de neuf (What's in the news?)</b>
<b>Teaching Sequence</b>					
<b>MUSIC</b>					
<p><b>Threshold Concepts</b></p> <p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>					
<b>Water Music</b>	<b>Christmas and Class Orchestra</b>	<b>World Music</b>	<b>20<sup>th</sup> Century Composers Spiritual/Blues/1960s</b>	<b>Harry Potter Soundtrack</b>	<b>Summer Concert Leaver's Concert</b>
<b><u>PERFORM</u></b> Harry Potter	<b><u>COMPOSE</u></b> Harry Potter	<b><u>TRANSCRIBE</u></b> Harry Potter		<b><u>DESCRIBE</u></b> Harry Potter	



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<p>*perform music from the HP films</p> <p><b>Twentieth Century Composers</b> *perform music by selected composers</p> <p><b>Spiritual/blues/1960s</b> *perform songs of different genres</p> <p><b>Christmas</b> *play and perform in ensemble contexts</p> <p><b>Class orchestra</b> *select appropriate instruments</p> <p><b>World music</b> *perform music from around the world</p> <p><b>Water music</b> *perform music inspired by water</p> <p><b>Summer concert</b> *play and perform in ensemble contexts</p> <p><b>Leavers' concert</b> *play and perform in ensemble contexts</p>	<p>*compose own music in response to music from HP films</p> <p><b>Twentieth Century Composers</b> *compose music in style of selected composers</p> <p><b>Spiritual/blues/1960s</b> *compose lyrics for songs of different genres</p> <p><b>World music</b> *compose music inspired by different cultures</p> <p><b>Water music</b> *compose music inspired by water</p>	<p>*record own compositions as appropriate</p> <p><b>Twentieth Century Composers</b> *record own compositions as appropriate</p> <p><b>Spiritual/blues/1960s</b> *record own lyrics</p> <p><b>World music</b> *record music as appropriate</p> <p><b>Water music</b> *record stepping melody using staff notation *record music as graphic score *use graphic score to compose music</p>	<p>*describe HP film music referring to musical elements</p> <p><b>Twentieth Century Composers</b> *describe music by selected composers referring to musical elements</p> <p><b>Spiritual/blues/1960s</b> *describe the structure of the music *identify features of the lyrics</p> <p><b>Christmas</b> *play and perform in ensemble contexts</p> <p><b>Class orchestra</b> *describe how the sounds fit together</p> <p><b>World music</b> *describe music from different cultures referring to the musical elements</p> <p><b>Water music</b> *describe music composed in response to water referring to the musical elements</p> <p><b>Summer concert</b> *play and perform in ensemble contexts</p> <p><b>Leavers' concert</b> *play and perform in ensemble contexts</p>
<b>PSHE</b>			



## Year 6 2020/21 – Curriculum Long Term Plan



<p><b><u>Threshold Concepts</u></b></p> <p><b>Try new things</b> This concept involves appreciating the range of life opportunities</p> <p><b>Work hard</b> This concept involves understanding the importance of effort.</p> <p><b>Concentrate</b> This concept involves understanding how to become focused.</p> <p><b>Push oneself</b> This concept involves understanding how to overcome doubts and insecurities.</p> <p><b>Imagine</b> This concept involves understanding how to apply knowledge inventively.</p> <p><b>Improve</b> This concept involves an appreciation that small improvements make big differences.</p> <p><b>Understand others</b> This concept involves an appreciation of others.</p> <p><b>Not give up</b> This concept involves the understanding of the importance of persistence.</p>		
<b>All About Me</b>	<b>Resilience and Coping</b>	<b>Being the Best Me I Can Be</b>
<b>Teaching Sequence</b>		
1) All About Me - identifying unique characteristics to promote self-identity and self-esteem 2) Understanding Feelings – applying emotion labels to real-life situations 3) Showing Our Emotions – expressing emotions in a safe and healthy way 4) What is Character? Labelling our character traits and understanding these in real-world contexts 5) What is Character? When character elements are inappropriate and how we address this 6) Reflective Lesson – creating our passports and shields	1) Enjoying the Moment – mindfulness activities 2) Being Kind to Myself – positive thinking 3) Introducing Resilience – positive ways to support ourselves in times of need 4) Coping with Change – thinking about transitions 5) Coping with Choice – knowing it’s ok to change our minds 6) Reflective Lesson – psychological suitcase activity	1) Personal Strengths – when do we use them? 2) Role Models – thinking about when we have been role models 3) Trying Our Best – Reflecting on times when we’ve tried our best 4) Me in My Classroom – positive strategies to help us with school transitions 5) Me at Home – positive strategies to help us with school transitions while at home 6) Reflection/High School/University/College visit