Archbishop Wake CE Primary School

Archbishop Wake CE Primary School Curriculum Objectives Aspiration-Community-Inclusion-Language

Aim high, believe; Fly high, achieve. **Term:** Spring 2025 **Year group:** 6 **Main themes for learning:** How is climate change affecting the world?
How are our lives affected by The Early Islamic civilisation?

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English

Writing

- Identify the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.
- Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives
- Using further organisational and presentational devices to structure text and to guide the reader
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Proof-read for spelling and punctuation errors.
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Understand layout devices
- Use a colon to introduce a list.
- Punctuating bullet points consistently.
- Use semi-colons, colons or dashes to mark boundaries between independent clauses.

Reading

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook
- Continue reading books that are structured in different ways and reading for a range of purposes.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Maths

Decimals and percentages

•Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
•Multiply one-digit numbers with up to 2 decimal places by whole numbers
•Use written division methods in cases where the answer has up to 2 decimal places
•Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Perimeter, area and volume

•recognise that shapes with the same areas can have different perimeters and vice versa
•recognise when it is possible to use formulae for area and volume of shapes
•calculate the area of parallelograms and triangles
•calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Ratio

•Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
•Solve problems involving the calculation of and the use of percentages for comparison
•Solve problems involving similar shapes where the scale factor is known or can be found
•Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Statistics

•Read and interpret line graphs, bar charts and pie charts
•Calculate mean averages

Shape

•Measure, classify and calculate with angles
•Problem solve with angles inside a triangle, circle, quadrilateral and polygons in general
•Draw shapes accurately
•Understand and work with nets of 3D shapes

Algebra

•Use simple formulae
Generate and describe linear number sequences
•Express missing number problems algebraically
•Find pairs of numbers that satisfy an equation with 2 unknowns
•Enumerate possibilities of combinations of 2 variables

Science

Evolution

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Working scientifically

- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions
- Present findings in written form, displays and other presentations
- Use test results to make predictions to set up further comparative and fair tests

Computing

- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program
- To choose how to improve a game by using variables
- To design a project that builds on a given example
- To use my design to create a project
- To evaluate my project

RE

Spring 1
Creation/Fall Creation and science: conflicting or complimentary?

-Make clear connections between Genesis 1 and Christian belief about God as Creator.

-Show understanding of why many Christians find science and faith go together.

-Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

-Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account

Spring 2
Salvation
What difference does the resurrection make for Christians?

Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.

Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.

History/Geography	Art	Design Technology	Music	PE	PSHE
How is climate change affecting the world? Identify, describe and explain why communities are being affected by changes in weather patterns associated with climate change and evaluate the impact on people •Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them •Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns •Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places •Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be •Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions •Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas 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] to know about great artists, architects and designers in history.	• CAMS • 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. • 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 wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • 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. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Charanga** **How does music improve our world?** **How does music teach us about our community?** Listen and appraise the song Sing the song and improvise using voices and/or instruments within the song Sing the song and perform composition(s) within the song Develop performance skills Explore the dimensions of music (pulse, rhythm, pitch etc)	**Dance** • Perform at a variety of levels and directions when performing and use all of the space • I can dance in unison and perform in a canon with a group showing good energy and timing • I can move with control and fluency when showing a variety of uses of space • I can co-operate and collaborate to create a dance performance displaying a variety of movement patterns moving in time to the music **Gymnastics** •Perform complex shapes when performing Sequences and skills with flexibility •Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap	**SCARF PSHE Scheme** **Keeping Myself Safe** I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). **Rights and Responsibilities** I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.

History How are our lives affected by The Early Islamic civilisation? Deduce from source clues the importance of Arab Muslims' contribution to the world of mathematics and science, books, geography astronomy, medicine etc. *Know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x size of London at the time. They know by middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, a larger area than that of the Roman Empire, covering almost a third of the world's population. *Locate early Islamic Empire in time and place and can explain the origins and development of Islam in 7th century. They can state several reasons why it spread e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military. They understand that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. They should be aware that this did not happen by force. As Qur'an specifies "Let there be no compulsion in religion". Under Muhammad Muslims practised tolerance. Pupils confidently refer to proper terms such as Caliph, Prophet, Empire. *Incorporate a variety of written clues into visual format and construct an image of what Baghdad would have looked like. Nothing remains but we can reconstruct from written				•Side star roll, T-roll (with pointed toes), backwards roll. Perform more complex point and patches balances in a sequence on apparatus • Perform a 'squat on and squat off 'apparatus with a run up (with or without a spring board) •Perform a hurdle step on the floor/springboard and onto low apparatus •Compete in teams to win points with sequences and a vault competitions **Basketball** Ball Awareness - copying a partner and keeping control while moving the ball Dribbling the ball in various directions at speed Perform a variety of passes within a game with precision and control Using the BEEF technique in a competitive game situation. Dribble the ball and perform the correct footwork when stopping in a competitive game situation Offensive play using your team member to screen the ball in combination To use defence techniques in a	**French** **Niveau tricolore** **Module 3** • Revise numbers 1-40 • Learn how to talk about routine events and times during the school day • Talk about my favourite school subjects • Learn to ask and answer the question Qu'est-ce que tu fais? • Gain further experience of the question tag et toi ? **Module 4** • Be able to count up to 60 • Learn to introduce members of my family • Understand the function of the possessive adjective (mon, ma, mes) • Learn the names of 12 typical pets • Revision of pronunciation point: when the final letter in a French word is a consonant, the consonant is almost always silent, e.g. chat, souris, furet • Use spoken questions and answers to talk about pets that I have • Revise the negative adverb ne…pas

reports of visitors etc. Workers came from every city in the empire to build the city and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat. Understand the importance of trade to enriching life and explore the range of jobs: herbalist, jeweller, butcher, baker, musician, merchants buying cloth and where these trades might have come from. Know that ships went to China, selling glass and date honey, returning with ceramics. Interpret pictures of objects using their contextual knowledge e.g. of hygiene. Caliphs would keep building new palaces, so they were wealthy. They grasp that hardly anything survives from the great age of glory as the city was destroyed by the marauding Mongols. Pupils analyse a range of short written texts about palace life from which they distil the key points. They are able to discuss issues of significance in particular focusing on those things that were more advanced than in Saxon England. Show an understanding of the importance of Islamic contribution to science, literature, medicine, art, architecture and mathematics.				competitive game situation Use techniques learned and apply in a game situation. Children to officiate and to understand the key rules of the game **Hockey** Dribble the ball at various speeds – both in isolation and a game situation. Pass and move into a space with accuracy, control and speed. I can start to pass the ball over a variety of distances in attacking or defensive situations. Begin to defend as an individual and communicate to defend as a team. I can hit a moving ball into a goal from different angles and sometimes with different levels of power. Communicate with team, evaluate and recognise success to help improve individual and team performance.	