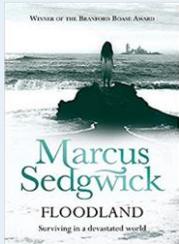
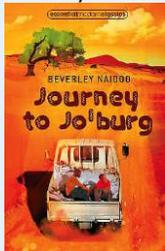
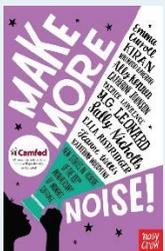
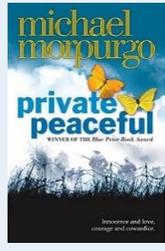


Year 6 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Geography: The impact of flooding	History: The Victorians	Geography: The Slave Trade/ prejudice and discrimination	History: The Suffragette Movement	History: The Great War	PSHE: Changes (major life changes- secondary school)
Quality Texts:	Floodland by Marcus Sedgwick 	Cogheart by Peter Bunzl 	Journey to Jo'burg by Beverley Naidoo 	Make More Noise by a selection of authors 	Private Peaceful by Michael Morpurgo 	Rooftoppers by Katherine Rundell 
English (possible writing outcomes):	Narrative: continue the story from a given point/alternative plot Letter from Zoe to parents Diary of what life is like on the island Poetry writing based on the setting- use of imagery	Narrative: adventure/action Discursive text: Should mechanicals be treated as humans? Information text: All about Airships Letter from Lily to Professor Silverfish asking for his help Newspaper report: The airship crash- John Hartman	Narrative: story with another setting Diary writing: Naledi documenting the journey Formal persuasive letter: To president of South Africa about the treatment of Black people	Biography: Emmeline Pankhurst/Millicent Fawcett (Out For the Count) Diary: Jean's account of the camp out Formal letter: Jean writing the MP about Women's vote Discursive: comparison of Suffragettes and suffragists	Narrative based on 'The Piano' Letter from the Man to his wife during the war Newspaper report: the death of Tommo's father Letter: From Tommo to Molly while he is fighting Poetry: Dulce et Decorum Est	Narrative: Rewrite section of story from a different character's point of view Diary: How does Sophie feel about leaving Charles? Newspaper report: Sophie's disappearance

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Writing skills:	Transcription	Composition	Handwriting	Vocabulary, Grammar and Punctuation
	<ul style="list-style-type: none"> • To be able to use further prefixes and suffixes and understand the guidance for adding them • To be able to spell some words with 'silent' letters [for example, knight, psalm, solemn] • To be able to continue to distinguish between homophones and other words which are often confused • To be able to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • To be able to use dictionaries to check the spelling and meaning of words • To be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • Plan their writing by: • To be able to identify the audience and purpose for a piece of writing • To be able to note and develop initial ideas • To be able to use language to develop characters and settings • Draft and write by: • To be able to use appropriate grammar and vocabulary within writing • To be able to choose vocabulary and grammar to impact on a reader • To be able to describe settings, characters and atmosphere • To be able to integrate dialogue to convey character and advance the action • To be able to build cohesion within and across paragraphs (adverbial phrases, conjunctions, building on concepts and further explanations of ideas, development of points and justifications) • To be able use organisation and presentation features to structure texts. [for example, headings, bullet points, underlining] • Evaluate and edit by: • To be able to assess the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> • To be able to write legibly, fluently and with increasing speed • To be able to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • To be able to choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • To be able to recognise vocabulary and structures that are appropriate for formal speech and writing • To be able to use the subjunctive form • To be able to use passive verbs to affect the presentation of information in a sentence • To be able to use the perfect form of verbs to mark relationships of time and cause • To be able to use expanded noun phrases to convey complicated information concisely • To be able to use modal verbs or adverbs to indicate degrees of possibility • To be able to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • To be able to use commas to clarify meaning or avoid ambiguity in writing • To be able to use hyphens to avoid ambiguity

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	<ul style="list-style-type: none"> To be able to use a thesaurus. 	<ul style="list-style-type: none"> To be able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning To be able to use the correct tense throughout a piece of writing To be able to use the correct subject and verb agreement when using singular and plural To be able to use the appropriate register To be able to proof-read for spelling and punctuation errors To be able to perform writing, using appropriate intonation, volume, and movement so that meaning is clear. 		<ul style="list-style-type: none"> To be able to use brackets, dashes or commas to indicate parenthesis To be able to use semi-colons, colons or dashes to mark boundaries between independent clauses To be able to use a colon to introduce a list To be able to punctuate bullet points consistently
Coverage of genres:	Fiction	Non Fiction		Poetry
	<ul style="list-style-type: none"> Narrative – different genres of stories including dialogue, action and description 	<ul style="list-style-type: none"> Persuasive writing Letters between characters Range of letters for different purposes Discursive Explanation Information texts Recounts – biographies, diaries, newspapers 	<ul style="list-style-type: none"> Personification poems – use of imagery Different poetic forms including Shakesperean blank verse 	
Reading:	Word Recognition	Comprehension		Speaking and Listening
	<ul style="list-style-type: none"> To be able to apply knowledge of root words, prefixes and suffixes within writing (morphology and etymology) To be able to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> To be able to read fiction texts. To be able to read non fiction texts To be able to read poetry To be able to read play scripts To be able to discuss different types of writing 	<ul style="list-style-type: none"> To be able to listen and respond appropriately to adults and their peers To be able to ask relevant questions to extend their understanding and knowledge 	

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	<ul style="list-style-type: none">• To be able to identify the structure of a text• To be able to identify the purpose of a text• To be able to recommend a book.• To be able to identify a theme within a text• To be able to discuss a theme within a text• To be able to make comparisons between books• To be able to learn a poem off by heart.• To be able to perform a poem using intonation, tone and volume.• To be able to perform a play using intonation, tone and volume.• To be able to discuss texts and identify the meaning of words within a context.• To be able to ask questions about a text to improve understanding• To be able to make inferences• To be able to justify inferences using evidence from a text• To be able to make predictions using information from a text• To be able to summarise a text including the key details• To be able to identify how language contributes to the meaning of a text• To be able to identify how structure contributes to meaning• To be able to identify how presentation contributes to meaning	<ul style="list-style-type: none">• To be able to use relevant strategies to build their vocabulary• To be able to articulate and justify answers, arguments and opinions• To be able to give well-structured descriptions• To be able to give well structures explanations• To be able to give well structures narratives• To be able to participate in conversations• To be able to discuss and explore ideas• To be able to speak audibly and fluently• To be able to participate in discussions, presentations, performances, role play, improvisations and debates• To be able to gain, maintain and monitor the interest of the listener(s)• To be able consider and evaluate different viewpoints• To be able to select and use appropriate registers for effective communication.
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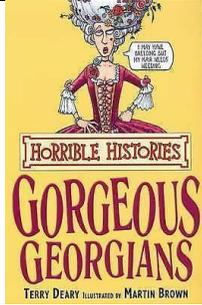
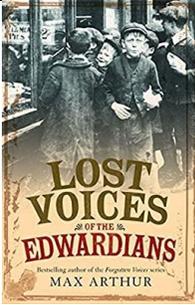
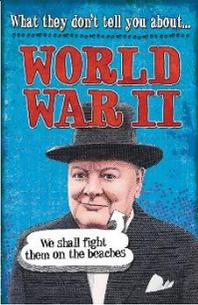
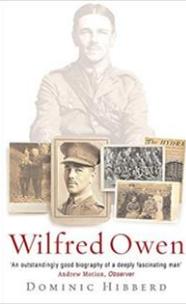
			<ul style="list-style-type: none"> To be able to discuss and evaluate how authors use language impacts the reader To be able to identify statements of fact and opinion To be able to retrieve, record and present information from non-fiction To be able to discuss books sharing ideas and challenging views. To be able to present and debate issues that have been read To be able to provide reasons and justification for views 			
History:	Georgians. The making of America. Bonny Prince Charlie.	Victoria and key Victorians. How people lived. Her legacy.	Victoria's family. The Russian revolution. The fore ward to war.	The suffragettes, inventions at the start of the 20th century	The Great War	The treaty of Versailles and the 1920s. What was the impact of the Great War and why do we commemorate it?
	<ul style="list-style-type: none"> know what Britain was like in the countryside and villages in the 18th century know how to piece information together from contemporary accounts about George I and ii Know that America was once a British Colony 	<ul style="list-style-type: none"> Know how Queen Victoria came to the throne and about what she looked like Know who prince Albert was and how Albert has shaped Britain Know how the cities grew under Victoria and what it was like if you were poor in the cities 	<ul style="list-style-type: none"> Know what life was like in 1901 for people Know about women's suffrage movement Know that many inventions were made in the Edwardian era Know how people's lives have shaped this nation.. 	<ul style="list-style-type: none"> Know the cause and effect of having links across the royal families of Europe Know the cause and effect of having pacts and treaties Know the cause and effect of the Russian revolution Know the cause and effect of the shooting of Archduke Ferdinand 	<ul style="list-style-type: none"> Know how to interpret and analyse primary sources Know that historians look at sources from all sides Understand the concept of patriotism Know how to draw conclusions from primary sources 	<ul style="list-style-type: none"> Understand the concept of armistice/truce and peace. Know how the Treaty of Versailles shaped modern Europe. Know about life in Britain in the 1920s changed because of the war

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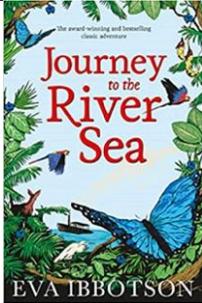
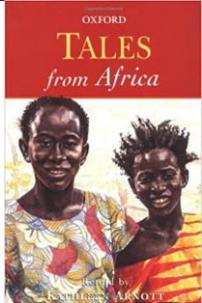
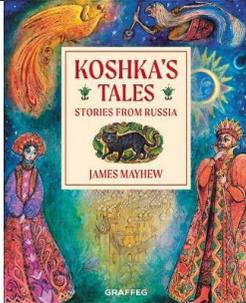
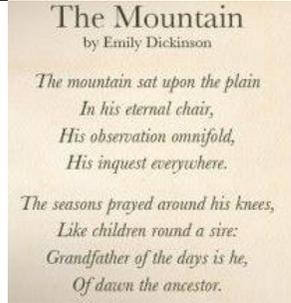
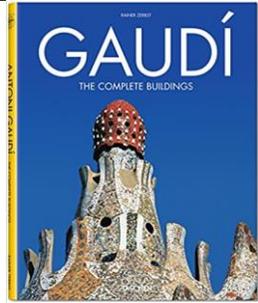


	<ul style="list-style-type: none"> • Know that the Boston Tea party was the trigger to declare independence • Know what happened in the war of independence • Know how rich and poor people lived in Georgian times • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<ul style="list-style-type: none"> • Know what houses and homes were like in the Victorian era • Know how Britain became rich in the Victoria period • Know the sort of jobs people had in Victorian times • Know about the industrial revolution • Know about a Victorian Christmas • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods. They note connections, contrasts and trends over time and develop the appropriate use of historical terms 		<ul style="list-style-type: none"> • Answer and devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> • Know that posters and propaganda was important in keeping moral high • Understand how our knowledge of the past is constructed from a range of sources. Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims. Discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> • Know about the impact of the Great War •
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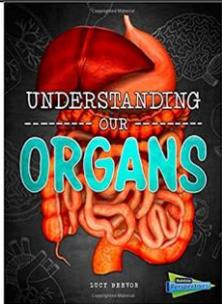
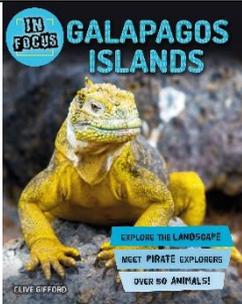
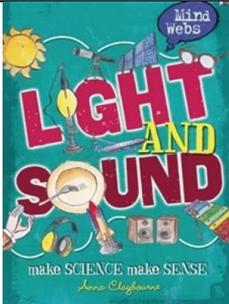
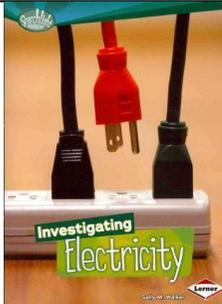
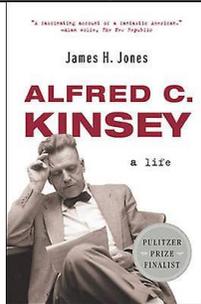
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<p>History Shared Read Texts:</p>						
<p>Geography: Economic Geography</p>	<p>Rivers. Topography and 6 figure references. The impact of flooding on the economy</p> <p>know how a river changes form source to the sea</p> <ul style="list-style-type: none"> know how rivers flood and what happens to humans and to animals know how humans try to prevent flooding know the features of the River Thames know how waterfalls are created and characteristics of waterfalls 	<p>Trade, farming and global trade. Imports and exports. Types of farming.</p> <ul style="list-style-type: none"> know what trade means know what an import and an export is know what primary, secondary and tertiary links in the supply chain are know what Fairtrade means know what intensive fishing is know what intensive farming means know about food miles know what is the highest-value 	<p>The slave trade. The East India company. How trade changed the empire. The commonwealth.</p> <ul style="list-style-type: none"> know how to use the 16-point compass know what Kenya is like know the origins of the slave trade know the impact of trade through the East India company know that Britain once had an empire 	<p>Taiga forests, Tundra, Permafrost in Russia. The physical and human geography of Russia.</p> <p>know how Russia changed from 1900</p> <p>know some physical geographic features of Russia</p> <p>know how climate change is affecting Russia</p> <p>know what it is like to live in different parts of Russia</p>	<p>Mountains and hills. How land is used and how people who live there could make a living. Biomes.</p> <ul style="list-style-type: none"> know that mountains are often found in ranges know what gradients are know what biomes are know what biomes are know that it is difficult to make a living in mountain ranges 	<p>Compare and contrast Catalonia with Lancashire or Yorkshire</p> <ul style="list-style-type: none"> To know where and what is Catalonia. To know some of the physical geography/mountain ranges of Catalonia. To know the physical features of the coasts of Catalonia. To know some of the features of the valleys of Catalonia. To use GIS systems to analyse data about Catalonia

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		export for different countries				<ul style="list-style-type: none"> compare and contrast Catalonia with Lancashire/Yorks hire
Geography Shared Read Texts:						
Science:	Fungi and bacteria. The role of leaves in plants. Types of plant.	Nutrition. Vitamins. Circulatory systems of the body.	Evolution. Natural selection in species. Humbolt, Darwin and Goodall.	How light forms a rainbow. Rays of light and the idea of reflection and refraction.	Electricity: volts, amps, electrical symbols. Solving problems in circuits.	Know the process of human reproduction and development
	<ul style="list-style-type: none"> know how to complete a classification branching tree know the characteristics of fungi know how bacteria multiply know the function of leaves 	<ul style="list-style-type: none"> know the function of the heart and circulatory system know how to test and measure pulse rates know the function and characteristics of the lungs know the effect of smoking on the body know the impact of different vitamins on the body know about nutrients and nutrition 	<ul style="list-style-type: none"> know about the theory of evolution know that genes are handed down from our parents know how animals and plants adapt to their environments know about natural selection 	<ul style="list-style-type: none"> know how to control a variable in an experiment and draw conclusions from the data know about how rays of light act know about why people need to wear glasses know how rainbows are formed 	<ul style="list-style-type: none"> know electrical symbols know electrical symbols know how to solve problems in electrical circuits know that electricity comes from many sources 	<ul style="list-style-type: none"> the names of the major organs of the human body know how gender is defined before birth know the science behind how bodies change in puberty Know the science behind human and plant reproduction Know the process of human

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						reproduction and development
Science Shared Read Texts:						
Non-fiction texts covered in the wider curriculum:	Recounts	Reports Chronological	Explanation	Persuasive	Discussion & Debate	Autobiography Biography
Maths:	<p>Integers and Decimals</p> <ul style="list-style-type: none"> • Represent, read, write, order and compare numbers up to ten million • Round numbers, make estimates and use this to solve problems in context • Solve multi-step problems involving addition and subtraction 	<p>Calculation Problems</p> <ul style="list-style-type: none"> • Understand the use of brackets • Use knowledge of the order of operations to carry out calculations • Generate and describe linear number sequences • Express missing number problems algebraically • Solve equations with unknown values 	<p>Decimals and measure</p> <ul style="list-style-type: none"> • Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units • Calculate the area of parallelograms and triangles 	<p>Fractions</p> <ul style="list-style-type: none"> • Represent multiplication involving fractions • Multiply two proper fractions • Divide a fraction by an integer <p>Proportion Problems</p> <ul style="list-style-type: none"> • Use fractions to express proportion • Identify ratio as a relationship between quantities and as a scale factor 	<p>In the summer term, year 6 will focus on consolidation and revision in preparation for statutory tests.</p> <p>Following SATs, children will complete maths investigations and complete projects including the application of mathematics for real life problems.</p>	

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	<p>Multiplication and division</p> <ul style="list-style-type: none"> • Identify and use properties of number, focusing on primes • Multiply larger integers and decimal numbers using a range of strategies • Divide integers by 1-digit and 2-digit numbers representing remainders appropriately • Illustrate and explain formal multiplication and division strategies • 	<p>Fractions</p> <ul style="list-style-type: none"> • Deepen understanding of equivalence • Order, simplify and compare fractions, including those greater than one • Recall equivalence between common fractions and decimals • Find decimal quotients using short division • Add and subtract fractions <p>Missing angles and length</p> <ul style="list-style-type: none"> • Compare and classify a range of geometric shapes • Use angle facts to find unknown angles 	<ul style="list-style-type: none"> • Calculate, estimate and compare the volume of cuboids <p>Percentage and statistics</p> <ul style="list-style-type: none"> • Calculate and compare percentages of amounts • Connect percentages with fractions • Explore the equivalence of fractions, decimals and percentages • Calculate the mean • Construct and interpret lines graphs and pie charts • Compare pie charts • 	<ul style="list-style-type: none"> • Unequal sharing involving ratio <p>Coordinates and Shape</p> <ul style="list-style-type: none"> • Draw a range of geometric shapes using given dimensions and angles • Describe, draw, translate and reflect shapes on a co-ordinate plane • Recognise and construct 3-D shapes • Name and illustrate parts of a circle • 		
<p>PE:</p>	<p>Competitive rounders games</p>	<p>Competitive netball games</p>	<p>Competitive boules and croquet</p>	<p>Dance – Brazilian dance</p>	<p>Orienteering competitions.</p>	<p>Know how to compete in a</p>

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	<p>Competitive hockey games</p> <ul style="list-style-type: none"> know how to bowl and throw a rounders ball know how to bat a rounder's ball and direct it know how to work as a team to attack and to defend in hockey Know how to play competitive hockey games 	<p>Competitive football games</p> <ul style="list-style-type: none"> know how to work as a team to attack and to defend in netball know how to work as a team to attack and to defend in football 	<ul style="list-style-type: none"> know how to play croquet strokes know how to gauge the weight of a throw 	<ul style="list-style-type: none"> know how to complete the ginga step know how to rotate the whole body and arms in dance know how to move into and out of the floor know how to coordinate moves with a partner 	<ul style="list-style-type: none"> Know how to compete in orienteering games 	<p>modified decathlon</p> <ul style="list-style-type: none"> know how to exchange a relay baton know how to high jump know how throw balls, javelins, hammers and discuses
PSHE:	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Know that there are universal rights for children. Identify my goals for the year. Work out the steps I need to achieve my goals. Identify problems in the world that concern me. Identify ways I can make the world a better place. Work with others to make the world a better place. 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Understand there are different perceptions of normal. Understand how having a disability can affect someone's life. Understand how to support people with disabilities. Describe the life of a person who has a disability and has achieved amazing things. Explain ways in which difference 	<p>Caring Friendships</p> <ul style="list-style-type: none"> Understand some of the ways one person can have power over another. Recognise when people are trying to gain power or control. Understand what trolling is and how it can affect my mental health. Explain what cyber-bullying is and how it can 	<p>Families and People Who Care for Me</p> <ul style="list-style-type: none"> Know some of the feelings we can have when someone dies or leaves. Understand that there are different stages of grief. Know that all families support one another in times of hardship. Reflect on ways my family have supported one another. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> Understand the links between jobs and money. Know how to plan a simple budget. Identify a good idea for a business. Work cooperatively to create a business. 	<p>Changes</p> <ul style="list-style-type: none"> Have an awareness of how my body image affects my identity. Explain how boys' and girls' bodies change during puberty. Ask questions about puberty. Understand how menstruation affects female bodies. Describe how a baby develops through pregnancy.

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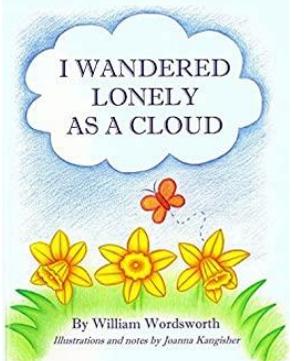
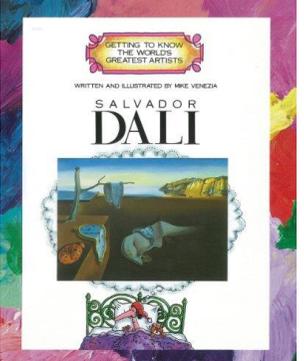
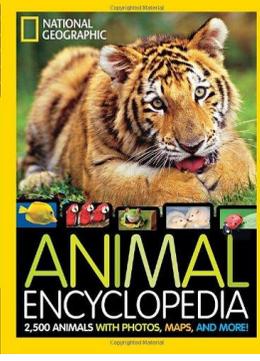
		can be a source of conflict.	affect my mental health. <ul style="list-style-type: none"> Understand that people are not always who they say they are online. 		<ul style="list-style-type: none"> Identify what I am looking forward to about becoming a teenager.
Music:	Happy (Pop/Neo Soul)	Bacharach Anorak and Meet The Blues (Jazz)	A New Year Carol (The music of Benjamin Britten)	You've Got A Friend (The music of Carole King)	
	<p><u>1 – Listen & Appraise:</u> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.</p> <p><u>2 – Musical Activities</u> using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <u>Bronze Challenge:</u> A. <u>Silver Challenge:</u> A + G and reading notes. <u>Gold Challenge:</u> A, G + B and reading notes. <u>Singing</u> in two parts. <u>Play instrumental parts</u> accurately and in time as part of the performance. The easy part: A + G by</p>	<p><u>1 – Listen & Appraise:</u> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the songs.</p> <p><u>2 – Musical Activities</u> using glocks and/or recorders The children can: Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G, C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes: C, C, Bb, G, C, Bb, G, F + C.</p>	<p><u>1 – Listen & Appraise:</u> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Describe the mood and story told?</p> <p><u>2 – Musical Activities</u> using glocks and/or recorders. Learn to clap some of the rhythms used in the song. Learn some musical phrases that you will sing in the song. <u>Singing</u> in unison. Sing the song in its original style and the Urban Gospel version.</p> <p><u>3 – Perform & Share</u> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p><u>1 – Listen & Appraise:</u> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song</p> <p><u>2 – Musical Activities</u> using glocks and/or recorders Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. <u>Bronze Challenge:</u> A. <u>Silver Challenge:</u> A + G and reading notes. <u>Gold Challenge:</u> A, G + E and reading notes. <u>Singing</u> in unison. <u>Play instrumental parts</u> accurately and in time as part of the performance. The easy part: G, A + B by ear and from notation. The medium part: C, D, E + F by ear and from notation. The harder part: D, E, F, G, A, B + C by ear and from notation.</p> <p><u>3 – Perform & Share</u> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically</p>	

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	<p>ear and from notation. The medium part: A, G + B by ear and from notation. The harder part: G, A, B, C, D + E by ear and from notation. <u>Improvise</u> in the lessons and as part of the performance.</p> <p><u>Bronze Challenge</u>: A. <u>Silver Challenge</u>: A + G. <u>Gold Challenge</u>: A, G + B.</p> <p><u>Compose</u> a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. Using the notes: C, E, G, A + B.</p> <p><u>3 – Perform & Share</u> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>	<p><u>3 – Perform & Share</u> Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?</p>		<p>about it. What went well? What could have been better?</p>
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<p>Art:</p> <p><u>Theme:</u> emotion in art</p>	<p>Painting, sculpting and creating flowers.</p> <ul style="list-style-type: none"> Know how to draw a flower Know to create a 3D flower Know how to sculpt a 3D flower and depict flowers in three ways 	<p>Impressionism. Movement in water. Monet and Renoir. How to paint summer days.</p> <ul style="list-style-type: none"> Know to create a painting that shows movement of water Know to create a feeling of summer and warmth in paintings Know how Monet and Renoir painted Know how to create an impressionist style painting of the summer with moving water 	<p>George Stubbs. How to create lights and dark in animal pictures. Rousseau.</p> <ul style="list-style-type: none"> Know the work of George Stubbs Know how to create light and dark in animal pictures Know how to create a painting in the style of Rousseau 	<p>Russian artists. Chagall, Kandinsky, Hermitage museum.</p> <ul style="list-style-type: none"> know about the Hermitage museum know about the work of Kandinski know about the work of Marc Chagall Know how to create a painting that conveys a meaning 	<p>Lowry. Picasso. How to convey emotions.</p> <ul style="list-style-type: none"> Know how to make people look as though they are moving Know how Picasso painted Guernica Know how artists create emotions 	<p>Surrealism. Use of colour for emotions. How to depict dreams. Salvador Dali</p> <ul style="list-style-type: none"> Identify and replicate features of Dali paintings, drawings and sculptures
<p>Art Shared Read Texts:</p>						<p>BIOGRAPHY</p> <p>https://www.biography.com/artist/salvador-dali</p>
<p>RE:</p>	<p>Stories of Hinduism</p>	<p>What is a Church?</p>	<p>What is the Qu'ran and why is it important for Muslims?</p>	<p>How do people express their faith through the arts?</p>	<p>Sikh worship and community.</p>	<p>What happens when we die?</p>

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	<ul style="list-style-type: none"> • To understand that Hindus believe God is represented in different forms. • To explore how Krishna is represented in Hindu stories. • To explore Hindu teachings on success. • To explore the theme of punishment and forgiveness in a Hindu story. • To explore a Hindu teaching about telling the truth. 	<ul style="list-style-type: none"> • To consider what is written in the Bible about the foundation of the Christian church. • To consider ways in which churches reflect local culture. • To consider how churches help Christians worship. • To identify ways in which churches serve their communities. • To consider ways in which local churches form part of a global community. • To reflect on what has been learned about the Christian church. 	<ul style="list-style-type: none"> • To identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims. • To know what the Qur'an teaches about God and to reflect on your own ideas about God. • To know that the behaviour of Muslims is influenced by the Qur'an. • To study ways in which Muslim children learn about the Qur'an. • To be able to explain the significance of the Qur'an to Muslims today. 	<ul style="list-style-type: none"> • To recognise that expressing faith involves feelings and emotions. • To find out how music can be a form of religious expression in many religions. • To understand how colour can be used to express religious feelings and ideas. • To understand how art can be sacred and spiritual for believers. • To find out how Islamic art helps Muslims to worship. • To understand how drama is used to reinforce important teachings and stories in religions. 	<ul style="list-style-type: none"> • To find out what Sikhs believe and some of the features of Sikh worship. • To find out how Sikhs worship through prayer. • To find out how children are welcomed into the Sikh community. • To explore the Sikh tradition of the langar. • To explore the Sikh practice of sewa. 	<ul style="list-style-type: none"> • To understand that sadness is felt by everyone at some points during their lives. • To understand how the death of a person is marked and commemorated in different religions and communities. • To express your own ideas, and understand the ideas of others, about what happens when a person dies. • To understand that it is important to express the emotions that you feel. • To think of practical ways of remembering someone who has died.
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