

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 6 – SPRING 2



*Learn from yesterday, seek today and aim for tomorrow*

September 2023

## HistoryDriver: Beyond 1066

### Key Enquiry: What would the world be like if we hadn't won the war?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>Beyond 1066</b>	
<i>An aspect of theme that takes pupils beyond 1066</i>	
<ul style="list-style-type: none"> <li>• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• know how Britain has had a major influence on the world</li> </ul> <p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot the events of World War II on a timeline including the Nazi empire? Can I link this to the British empire on a timeline as well as other significant events/eras in our history?</p> <p>Do I understand the British Empire in relation to its origins and significance on civilisation in World War II? Can I understand how Britain has had a major influence on the world?</p> <p>Can I learn about Hitler's rise to power and compare this with that of Alexander the Great?</p> <p>Can I understand how Britain was ruled at the time and the significant impact of Chamberlain's resignation and Churchill's changes as prime minister to the western world?</p> <p>Can I learn about life under Nazi rule including the Holocaust and treatment of Jewish people? What did we learn from this?</p> <p>Can I use primary and secondary sources to understand the significance of the Holocaust and how it affected the world?</p> <p>Can I learn how the events of WW2 impacted our society and changed the world with Britain as an influencing factor? What would have happened if we lost?</p> <p>Can I learn about the roles of the men, women and children both in daily life and in hierarchical</p>	<p><b><i>WW2 – plot on a timeline</i></b>  <b><i>Writing which states how Britain has influenced world, lives to empire</i></b>  <b><i>Artefacts, diagrams, writing, drama, poetry linked to WW2</i></b></p>

<p>society and the depth of reasons behind this? How did these gender roles change in times of warfare and what can we learn if we compare this to present times?</p> <p>Can I learn how different age groups and people with 'peaceful' beliefs were they affected at this time?</p> <p>Can I understand the significance locally of World War II including how my ancestors were affected and changes to our infrastructure and roles in society?</p> <p><b>Key Skills</b> <b>Study</b> a range of primary and secondary sources on the Holocaust and how it affected the world. <b>Explore</b> the British Empire in relation to its origins and significance on civilisation in World War II. <b>Study</b> the impact that Churchill had on our government and the wider world. <b>Compare</b> our system of ruling in WWII with that of other civilisations and with today. <b>Compare</b> Hitler's rise to power with that of the rise of Alexander the Great.</p> <p><b>Key Vocabulary</b> Parliament, soldier, civilisation, monarchy, prime minister, empire (all again to recap)</p> <p>Nationalism, fascism, totalitarian, dictatorship, Anti- Semitism, Blitzkrieg, Kristallnacht, warfare, military strategy, Holocaust, Genocide, spitfire</p>	
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## Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Create programs</b></p> <p><i>[National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Select, use and combine a variety of software on a range of digital devices to design &amp; create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p><b>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>
<p><b><u>iData unit – Information Technology</u></b></p> <p>Lesson 1: iCell</p> <ul style="list-style-type: none"> <li>To identify some parts of a spreadsheet</li> <li>To identify cell references</li> </ul> <p>Lesson 2: iWork it Out</p>	<p><a href="https://www.icompute-uk.com/members-area/uks2/index.html">https://www.icompute-uk.com/members-area/uks2/index.html</a> and select Year 6 and then iData unit</p>

<ul style="list-style-type: none"> <li>To understand that spreadsheets can be used to store numerical data and to make calculations</li> <li>To understand that recalculations with different values can be done quickly</li> </ul> <p>Lesson 3: iCalculate</p> <ul style="list-style-type: none"> <li>To enter a formula to calculate totals</li> <li>To enter numerical data into cells</li> </ul> <p>Lesson 4: iRecord</p> <ul style="list-style-type: none"> <li>To understand that graphs and charts can be created and easily be changed from spreadsheet data</li> </ul> <p>Lesson 5: iSum</p> <ul style="list-style-type: none"> <li>To understand the SUM function can be used to create formulas that will perform addition calculations</li> <li>To use a spreadsheet to model a costing exercise</li> </ul>	
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## Music

## Music


Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 4 – You’ve Got A Friend</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> <li>Explain a bridge passage and its position in a song.</li> <li>Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</li> </ul>	
<b>Singing and Voice</b>	

<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate and maintain good posture and breath control whilst singing.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> </ul>	<b>Video with QR qrcode monkey website</b>
<ul style="list-style-type: none"> <li>• <b>Notation</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Playing Instruments</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<p>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<sub>b</sub> major, D minor and F minor.</p>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li>• <b>Improvising</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>	
<ul style="list-style-type: none"> <li>• <b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Compose song accompaniments, perhaps using basic chords.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</li> <li>• Use full scales in different keys.</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<ul style="list-style-type: none"> <li>• <b>Performing</b></li> </ul>	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> <li>• Understand the importance of the performing space and how to use it.</li> <li>• Record the performance and compare it to a previous performance.</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
<ul style="list-style-type: none"> <li>• <b>Vocabulary</b></li> </ul>	

<ul style="list-style-type: none"> <li>• Style</li> <li>• Indicators</li> <li>• Melody</li> <li>• Compose</li> <li>• Improvise</li> <li>• Cover</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Texture</li> <li>• Structure</li> <li>• Dimensions of music</li> <li>• Neo Soul</li> <li>• Producer</li> <li>• Groove</li> <li>• Motown</li> <li>• Hook</li> <li>• Riff</li> <li>• Solo</li> <li>• Blues</li> <li>• Jazz</li> <li>• Improvise/improvisation,</li> <li>• By ear</li> <li>• Melody</li> <li>• Solo</li> <li>• Ostinato</li> <li>• Phrases</li> <li>• Unison</li> <li>• Urban Gospel</li> <li>• Civil rights</li> <li>• Gender equality</li> <li>• Unison</li> <li>• Harmony</li> </ul>	
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## Art and Design

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Drawing, painting and sculpture</b></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	
<ul style="list-style-type: none"> <li>• Draw with precision using different gradient pencils or other mediums for effect</li> <li>• Show shape, proportion and perspective in drawings and artwork</li> <li>• Use oil paint</li> <li>• Make individual choices regarding choice of media and state why in their work.</li> <li>• Research artwork from different periods of history.</li> <li>• Research artwork from different periods of history and locations and investigate</li> </ul>	<p><b>Blitz artwork</b> <b>Mixed media – charcoal, paint</b></p> 

<p>similarities and differences between the technique and styles used.</p> <ul style="list-style-type: none"> <li>• Explain the style work produced and how a famous artist has influenced it.</li> <li>• Use feedback to make amendments and improvements to art.</li> <li>• Silhouettes/Colour washes</li> <li>• explain the different tools used to create art.</li> <li>• Explain personal choices of specific art techniques used.</li> </ul>	
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**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>• demonstrate stamina and increase strength</li> </ul>	<b>Setting targets for activities and beating them</b> <b>Links to Real PE 4</b>
<b>Competitive Games</b>	
<i>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</i>	
<ul style="list-style-type: none"> <li>• agree and explain rules to others</li> <li>• work as a team and communicate a plan lead others in a game situation when the need arises</li> </ul>	
<b>Gymnastics</b>	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>• combine own work with that of others sequences to specific timings</li> </ul>	
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>• develop sequences in a specific style choose own music and style</li> </ul>	
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>• plan a route and a series of clues for someone else</li> <li>plan with others, taking account of safety and danger</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	

<ul style="list-style-type: none"> <li>know which sports they are good at and find out how to improve further</li> </ul>	
<b>Real P.E.</b>	
<p style="text-align: center;"><b>Unit 4 Applying Physical</b></p> <ul style="list-style-type: none"> <li>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations</li> </ul>	
<b>Nigel Carson Sessions</b>	

## PSHE

What I need the children to learn	Possible learning experiences
<b>Healthy Me</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve</li> <li>Know what it means to be emotionally well</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul> <p><b><u>Sun Safety Curriculum</u></b> Can I describe how to stay safe in the sun and why it is important?</p>	<p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p> <p><b><u>Key vocabulary:</u></b> Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p> <p><b>Please see the link below</b></p>



Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

<https://jigsawlivescmsguk.blob.core.windows.net/umbraco-media/lzebuhe/07-ages-10-11-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

What I need the children to learn	Possible learning experiences
<p>U2.7 What matters most to Christians and Humanist?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Identify the values found in stories and texts (A2).</li> <li>• Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Examples of similarities and differences between Christian and Humanist values (B3).</li> <li>• Apply ideas about what really matters in life for themselves, including ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?</li> <li>• Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils’ answers. Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the ‘Fall’ in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad?</li> <li>• Talk about how having a ‘code for living’ might help people to be good.</li> <li>• Look at a Humanist ‘code for living’, e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?</li> <li>• Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?</li> <li>• Find out about Christian codes for living, which can be summed up in</li> </ul>

<p>about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Jesus' two great commandments: 'Love God and love your neighbour'. Explore in detail how Jesus expects his followers to behave through the use of the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35).</p> <ul style="list-style-type: none"> <li>• Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?</li> <li>• Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings.</li> <li>• Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.</li> <li>• Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?</li> <li>• Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i>  <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>  <i>Appreciate stories, songs, poems and rhymes in the language</i></p> <ul style="list-style-type: none"> <li>• Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>  <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p>	<p>Language Angels</p> <p><b>Spring 2 - Planets</b>  Teaching Type: Progressive  Unit Objective: To describe the planets in French in terms of their size, colour and position.  By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Name and spell accurately some/all the planets in French on a solar map.</li> <li>• Say and write extended sentences for at least one planet.</li> <li>• Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.</li> </ul>

*Present ideas and information orally to a range of audiences*  
*Describe people, places, things and actions orally and in writing*

- Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

### **Reading/ Writing**

*Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*  
*Read carefully and show understanding of words, phrases and simple writing*  
*Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*  
*Write phrases from memory, and adapt these to create new sentences, to express ideas clearly*  
*Describe people, places, things and actions in writing*

- Be able to tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters. Decode unknown language using bilingual dictionaries.
- Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives (a presentation or description of a typical school day including subjects, time and opinions).

### **Grammar**

*Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

**Cayton Creation**

Blitz Artwork

**Cayton Conclusion**

## World War 2 Trenches

### English

What I need the children to learn	Possible learning experiences
Letters	Reading Spine- Complexity of Plot/Symbol The Listeners poem already covered. For Resistant texts Jabberwocky poem already covered but will study Sky in the Pie poem by Roger McGough.
Propaganda posters	
Explanation texts	
Fiction, Non-Fiction AND Poetry with WCR	
	Letters from the Lighthouse- Emma Carroll

### Mathematics

What I need the children to learn	Possible learning experiences
Refer to the White Rose SOL online <a href="https://whiterosemaths.com/resources/primary-resources/primary-sols/">https://whiterosemaths.com/resources/primary-resources/primary-sols/</a>	
Converting units and revision of all	
Fractions recap	



