



Seva School CURRICULUM 2021/22

YEAR SIX

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TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	William Shakespeare	Blitz	Extreme Survivors	Gallery Rebels	The Future is Wild	The Picture Book Shed
Virtues:	Kindness	Courage	Honesty	Tolerance	Respect	Responsibility
English	Texts: Here We Are by Oliver Jeffers Macbeth William Shakespeare – Non-fiction Non-Chronological Report: Diary Entry Persuasive Letter Play scripts	Texts: Carrie's War by Nina Bawden Newspaper Report: Explanation Biography Letter/Dairy Entry:	Texts: Wolf Brother by Michelle Paver Quest Story Persuasive Leaflet: Balanced Argument:	Texts: Holes by Louis Sachar Artists – Non-fiction Balanced Argument: Non-Chronological Report: Persuasive poster:	Texts: The Explorer by Katherine Rundell Biography Explanation Texts Poetry: 1,2,3,4,5,4,3,2,1 poetry	Texts: Wonderstruck by Brian Selznick The Velveteen Rabbit by Margery Williams Story from a different character's perspective Letter: Characters Poetry: Freefall
EVENTS	Tudor workshop at school Bandi Chorr Hello/Yellow Mental Health Day Black History Month	Guru Nanak Gurpurab Charr Sahibzaade Remembrance Day Christmas	Brandon Marsh Safer Internet Day	World Book Day Easter Vaisakhi	Y6 Residential Trip	Production Chabeel Enterprise Week
RE	What do religions say to us when life gets hard?		What does it mean to be a Buddhist in Britain today?		What matters most to Sikhs and Humanists?	



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Maths	Number: Place Value Numbers to ten million Compare and order any number Round any numbers Negative numbers Number: Four Rules Add and subtract whole numbers Multiply up to a 4-digit by 1-digit number Short division Division using factors Long division (1) Long division (2) Long division (3) Long division (4) Common factors Common multiples Primes Squares and cubes Order of operations Mental calculations and estimation Reasoning from known facts	Number: Fractions Simplify fractions Fractions on a number line Compare and order fractions by the denominator Compare and order fractions by the numerator Add and subtract fractions Adding fractions Subtracting fractions Mixed addition and subtraction problems Multiply fractions by whole number Multiply fractions by fraction Divide a fraction by a whole number (1) Divide a fraction by a whole number (2) Four rules with fractions Fraction of an amount Fraction of an amount - finding the whole Geometry Coordinates in the first quadrant Plotting coordinates Translations Reflections Reasoning about shapes with coordinates	Decimals Three decimal places Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers Division to solve problems Decimals as fractions Fractions to decimals Percentages Fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages – missing values Algebra Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities Converting Units Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures	Measurement: Converting Units Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures Measurement: Perimeter, Area and Volume Shapes – same area Area and perimeter Area of a triangle Area of parallelogram Volume – counting cubes Volume of a cuboid Number: Ratio Using ratio language Ratio and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems	Geometry: Properties of Shape Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle special cases Angles in a triangle missing angles Angles in special quadrilaterals Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes Problem Solving	Statistics Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean Investigations



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Science and Scientific enquiry	<p>Light Recognising that light travels in straight lines Explain that we see things because light travels from light sources to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function Use recognised symbols when representing a simple circuit in a diagram</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro - organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Evolution and inheritance Recognise that living things have changed over time and that fossils provide information from billions 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</p>	<p>Animals including humans (human circulatory system) Identify and name the main parts of the human circulatory system.</p>	<p>Animals including humans (nutrients and exercise) Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Describe the ways in which nutrients and water are transported in animals, including humans.</p>
Science capital ideas	Make a kaleidoscope	Make a steady hand tester	Make a Bug Hotel	Evolution images to create art work	British Heart Foundation Charity- Make a model heart	Write an exercise plan for a client as their personal fitness trainer



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Computing & Esafety	<p>iProgram (Unit 1) Use visual programming language Scratch. Explore computational creation by designing games and explore the concepts of conditionals and data, iteration and incremental development and systematic testing.</p>	<p>iNetwork Explores how computer networks connect people in ways that allow them to work together and share information and resources. Includes investigating how the internet and internet search engines work by engaging the children in physical activities that model the connections and processes involved as well as by using networks to create web pages</p>	<p>iData Introduces pupils to spreadsheets. Find out how information is entered into a spreadsheet and how formulae can be used to calculate totals. Progress to producing charts and creating their own spreadsheets.</p>	<p>iApp (Unit 1) Introducing them to mobile app development using MIT's App Inventor: a blocks-based programming language. Learning in a context that is meaningful to the children's digital lives.</p>	<p>iProgram (Unit 2) Introduces a new programming environment – Looking Glass Using Looking Glass, pupils create animations and games through creative exploration and develop the fundamental principles of programming</p>	<p>iSafe Explores key aspects of e-safety and digital citizenship to prime pupils to engage in smart and safe technology use and online behaviour</p>



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Spanish	Revising numbers and telling the time Initially there will be revision of the numbers before the children start to learn how to tell the time in Spanish. Children will learn say the time on the hour and minutes past the hour, whilst linking their previous learning of the days of the week through role plays and games.	Parts of the body and feeling unwell Children will be able to recognise and say parts of the body. Children will also learn to read the written word for each body part through flash cards and songs. Children will also be able to say what is wrong with them if they are feeling unwell.	New foods and drinks Children will learn to say some new foods that they like and dislike, in addition to what they have previously learnt. There will be a focus on correctly using the language to order food in a café or at the market by having the children partake in role-playing activities.	Likes and dislikes Children will be able to elaborate further on the things they like and dislike by matching phrases and creating short statements. Children will be encouraged to give their opinions in Spanish and build on their proficiency of holding a conversation.	Weather and transport Children will be able to talk about the weather, read, and understand different weather phrases. Children will learn how to follow and give simple directions and be able to read and understand a short description of a journey. There will be some revision of the different modes of transport from previous learning.	Clothing and shops Children will gain an understanding of how to name different items of clothing, and how to describe those using colours. Children will be able to say the clothes they wear on different occasions and give their opinion about them
Music	Exploring Pulse and Rhythm	Exploring Sounds	Exploring Sound Sources	Exploring Lyrics and Melody	Performing Together	Exploring Musical Processes
Art & DT (cooking)	Tudor portraits (drawing, sketching with different materials, painting)	Design and make a meal using rations for a WW2 party (Cooking - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products)	Design and make a survival shelter (Textiles - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products)	Artist - Charles Fazzino – Cityscapes and 3D Pop Art (collage, print, inspiration from artists)	Design and make a working volcano (Sculpture - Planning, working with tools, equipment, materials to make quality products, evaluate processes and products)	Animal Sketches (drawing)
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PE	<p>Music and Movement Work creatively and imaginatively on their own, with partner and in groups to compose motifs and structure simple dances. Perform to accompaniment expressively and sensitively. Perform routines fluently and with control. Warm up and cool down. Use appropriate criteria to evaluate and refine their own work.</p>	4 weeks	5 weeks	5 weeks	5 weeks		<p>Athletics To develop a high level of consistency in their actions and techniques, to understand why exercise is good for fitness, health and wellbeing, to evaluate their own and others work and suggest ways to improve it Swimming</p>	<p>Indoor Athletics To develop a high level of consistency in their actions and techniques To understand why exercise is good for fitness, health & wellbeing To evaluate their own and others' work and suggest ways to improve it Swimming</p>		
		BOYS								
		<p>Badminton - Use appropriate grip -Attempt all basic serves/shots -Awareness of attacking /defensive play</p>	<p>Football - Perform variety of skills under pressure -Developing sense of awareness and decision making</p>	<p>Trampolineing -Able to perform majority of yr5 -Attempt front landing and some combinations -Perform short routines</p>	<p>Gymnastics - Confident use of travel, balance, body tension, roll(s) within individual and group routines Swimming</p>					
		GIRLS								
		<p>Football - Perform variety of skills under pressure - Developing sense of awareness and decision making</p>	<p>Badminton -- Use appropriate grip -Attempt all basic serves/shots -Awareness of attacking /defensive play</p>	<p>Gymnastics - Confident use of travel, balance, body tension, roll(s) within individual and group routines</p>	<p>Trampolineing - Able to perform majority of yr5 -Attempt front landing and some combinations -Perform short routines Swimming</p>					



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Theme:	Families and Friendships. Safe Relationships	Respecting Ourselves and Others	Belonging to a Community. Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing. Growing and Changing	Keeping Safe
PHSE	Relationships, marriage and civil partnerships. Making safe choices. Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes. Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risk.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online? Increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.
	Taking Care Rights and Responsibilities, Feelings Safe Feelings, Fun to Feel Scared and Early Warning Signs "There is nothing so awful we can't talk about it with someone", Secrets and Networks Using Networks	Black History Month Focus on Marjorie Blackman				