

Key Stage 2 Curriculum Plan 2021/22



| Curriculum Drivers | | | |
|--------------------|---------|------------------------|---------------|
| Spirituality | Enquiry | Knowledge of the World | Possibilities |

YEAR 6

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------------|--|-------------------------|--|-------------------------------------|--|--|
| Main Topic | WWI | | WWII | | Rainforests/ Brazil | |
| Additional Topic | Whole School - Amazing Grace | | Whole School - | | Whole School - | |
| Starting Question | Why does the world need peace? | | Should weapons exist? How has technology helped keep peace? | | Why are rainforests important? | |
| Main Subject Drivers | History | | History | | Geography | |
| Visits and visitors | WW1 memorial | | Uxbridge WWII Bunker? | | Living Rainforest? Mosque | |
| Finale | WWI cooking | | WW2 diary/scrapbook | | Trip to the Living Rainforest? Y6 Summer Production Year 6 Take-Over Day | |
| Brain Builder | WWI Propaganda | Evolution & inheritance | WWII - The Enigma code | WWII - Home front | Research a South American country | Learning lines for end of year production Learning lines for end of year production |
| Mathematics | White Rose programme of study here | | White Rose programme of study here | | White Rose programme of study here | |
| Science | Light | Evolution | Living things and their habitats | Living things and their habitats | Post-SATS Electricity - fairground rides | Animals including Humans Sex & Relationship Education |
| Communication | <ul style="list-style-type: none"> Engage in meaningful discussions in all areas of the curriculum. Listen to and learn a wide range of subject specific vocabulary. Through reading identify vocabulary that enriches and enlivens stories. Speak to small and larger audiences at frequent intervals. Practise and rehearse sentences and stories, gaining feedback on the overall effect and use of standard English. Listen to and tell stories often so as to internalise the structure. Debate issues and formulate well- constructed points. | | | | | |
| Reading | In Key Stage 2 the children will continue to have the opportunity to read words accurately and understand texts. | | | | | |
| | <p>The children will deepen their knowledge, skills and understanding to develop as effective readers. They will achieve this through opportunities to:</p> <ul style="list-style-type: none"> Read and listen to a wide range of styles of text, including fairy stories, myths and legends. Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books. | | | | | |
| Writing | <p>In Key Stage 2 children will write: about personal experiences, real events, poetry and for different purposes (which are all statutory at KS2)</p> <p>Throughout Key Stage 2, through all curriculum areas and across both years, children will have the opportunity to write:</p> | | | | | |
| | <p style="text-align: center;"><u>Narrative</u></p> <ul style="list-style-type: none"> Write stories set in places pupils have been Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters Write plays Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum | | <p style="text-align: center;"><u>Non Fiction</u></p> <ul style="list-style-type: none"> Write instructions Write recounts Write persuasively Write explanations Write non-chronological reports Write biographies Write in a journalistic style Write arguments Write formally | | <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> Learn by heart and perform a significant poem(s) Write haiku Write cinquain Write poems that convey an image (simile, word play, rhyme and metaphor) | |
| Computing | Online safety, coding, spreadsheets | | Blogging, text adventures, networks | | Quizzing, binary | |

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| History | War, Conflict and Peace WWI | War, Conflict and Peace WWII | How rainforests have changed over time Local area - history of Ascot |
| Geography | Map skills Comparison of UK to European country UK - geographic features and how they have changed over time Comparing UK to Europe | Regional study - Coventry linked to WWII bombing of industrial city Map skills Comparison of UK to European country UK - geographic features and how they have changed over time Comparing UK to Europe | Case study of South American Country, river, biomes and vegetation belts Comparison of UK to South America Map skills - location of world's rainforests Ascot week - whole school topic, local study and field work on Ascot/Sunninghill |
| Music | WWI music - composing our marching song/song of remembrance using percussion | Charanga : 'I'll be there' focused on the music of The Jackson 5 | End of Year Show |
| Physical Education | Netball Dance | Football Gymnastics | Athletics, Tennis, Rounders |
| Art | WWI remembrance pebbles, WWI poppy sketching, clay sculpting (Paul Cummins) Reflections, shadows and light - link to Science topic on light | L.S. Lowry - WWII artwork WWI silhouette painting WWII soldier portraits | Rousseau 'Surprised' painting - vegetation Tie dye |
| Design Technology And Food for Life | Shoebox trenches & Anderson Shelters WWI cooking - Vegetable Soup? | Fair Ground Rides - linked to Science topic of electricity Hot Cross Buns | Tie dye material and sew pencil case Cooking for Charters transition? |
| Religious Education | Discovery RE Islam - beliefs and practices Christianity and Christmas | Discovery RE Beliefs and Meaning Easter | Discovery RE Beliefs and Moral Values Islam |