



Seva School CURRICULUM 2020/21

| YEAR SIX | | | | | | |
|----------------|--|--|--|--|---|---|
| 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 |
| English | <p>Texts: Recovery Curriculum – Here We Are by Oliver Jeffers Macbeth – by Andrew Matthews and Tony Ross William Shakespeare – Non-fiction</p> <p>Non-Chronological Report: Diary Entry Persuasive Letter Play scripts</p> | <p>Texts: Carrie’s War by Nina Bawden</p> <p>Newspaper Report: Explanation Biography Letter/Dairy Entry:</p> | <p>Texts: Wolf Brother by Michelle Paver</p> <p>Quest Story Persuasive Leaflet: Balanced Argument:</p> | <p>Texts: Holes by Louis Sachar Artists – Non-fiction</p> <p>Balanced Argument: Non-Chronological Report: Persuasive poster:</p> | <p>Texts: The Explorer by Katherine Rundell</p> <p>Biography Explanation Texts Poetry: 1,2,3,4,5,4,3,2,1 poetry</p> | <p>Texts: Wonderstruck by Brian Selznick The Velveteen Rabbit by Margery Williams</p> <p>Story from a different character’s perspective Letter: Characters Poetry: Freefall</p> |



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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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| Visits/Visitors & EVENTS | Shakespeare theatre workshop at school | Bandi Chor/ Diwali Guru Nanak Gurparab Christmas | Brandon Marsh Safer Internet Day | World Book Day | Y6 Residential Trip Easter Vaisakhi | Leavers Production |
| Seva Studies | Ten Nanaks Guru Granth Sahib Ji | Guru Hargobind Sahib Ji Guru Granth Sahib Ji | Guru Gobind Singh Ji Bhai Nand Lal Ji Guru Tegh Bahadur Ji | The Vaisakhi of 1699 Khalsa Anthem | Guru Harkirishan Sahib Ji Guru Har Rai Sahib Ji | Sikh Decision-Making Process Comparing Sikh Decision Making to other Religions |
| 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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| Science | Light | Electricity | Living things and their habitats | Evolution and inheritance | Animals including humans (human circulatory system) | Animals including humans (nutrients and exercise) |
| Scientific enquiry | <p>Fair/comparative testing- How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off the surface? Which material is most reflective? Identify & Classify Can you identify all the colours of light that make white light when mixed together? What colours do you get if you mix different colours of light together? Observation over time Does the temperature of a light bulb go up the longer it is on? How does my shadow change over the day? Pattern Seeking Is there a pattern to how bright it is in school over the day? If there is a pattern, is it the same in every classroom? Research Why do some people need to wear glasses to see clearly? How do our eyes adapt to different conditions?</p> | <p>Fair/comparative testing- How does the voltage of the batteries in a circuit affect the brightness of the lamp? How does the voltage of the batteries in a circuit affect the volume of the buzzer? Which make of battery lasts the longest? Which type of fruit makes the best fruity battery? Identify & Classify How would you group electrical components and appliances based on what electricity makes them do? Observation over time How does brightness of bulb change as the battery runs out? How can we measure how quickly a battery is used up? Pattern Seeking Does the temperature of a light bulb go up the longer it is on? Research How has our understanding of electricity changed over time?</p> | <p>Fair/comparative testing- How does the temperature affect how much gas is produced by yeast? Which is the most common invertebrate on our school playing field? Identify & Classify How would you make a classification key for vertebrates/invertebrates or microorganisms? Observation over time What happens to a piece of bread if you leave it on the windowsill for two weeks? Pattern Seeking Do all flowers have the same number of petals? Research What do different types of microorganisms do? Are they always harmful?</p> | <p>Fair/comparative testing- What is the most common eye colour in our class? Identify & Classify Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are they different? Can you classify these observations into evidence for the idea of evolution, and evidence against? Observation over time How has the skeleton of the horse changed over time? Pattern Seeking Is there a pattern between the size and shape of a bird's beak and the food it will eat? Research What happened when Charles Darwin visited the Galapagos islands? What ideas did American geneticist Barbara McClintock have about genes that won her a Nobel Prize?</p> | <p>Identify & Classify Which organs of the body make up the circulation system, and where are they found? Observation over time How does my heart rate change over the day? Research How have our ideas about disease and medicine changed over time?</p> | <p>Fair/comparative testing- How does the length of time we exercise for affect our heart rate? Can exercising regularly affect your lung capacity? Which type of exercise has the greatest effect on our heart rate? Observation over time How much exercise do I do in a week? Pattern Seeking Is there a pattern between what we eat for breakfast and how fast we can run?</p> |



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| Science capital ideas | Make a kaleidoscope | Ask them to bring in fruit or vegetable to try create circuit | Go to park to search for creepy crawlies to classify | Evolution linked to them as humans through the ages Photographs from home | Link observation to their own heart rate | Link exercise to their own heart rate |
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| PSHE | Families and Friendships Post-Lockdown: Emotional Literacy and Mental Health focus. Respecting Ourselves and Others Expressing opinions and respecting other points of view, including discussing topical issues. | | Belonging to a Community Media Literacy and Digital Resilience Evaluating media sources; sharing things online. Money and Work Influences and attitudes to money; money and financial risk. | | Physical Health and Mental Wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time on line. Keeping Safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. | |
| History | Tudors-including Shakespeare focus on Macbeth | WW2 (including a local history study) | | | | |
| Geography | | | Polar regions and oceans | | Climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes | |



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| Computing & Esafety | <p>IJam L1</p> <p>iSong</p> <p>Introduction to basic song writing skills using 'Garage Band' App. Create a short composition using a variety of instruments and sounds available within the App.</p> <p>An understanding of tempo, rhythm, melodic and evaluation.</p> | <p>IProgram L1</p> <p>iLogic</p> <p>Learn coding skills through the use of Apps like 'Blockly and Spyrograph'. Develop key elements of programming such as loops, basic logic and functions such as 'if statements'.</p> <p>An understanding of loops, steps, algorithms, basic functions and using coding to solve problems and create artwork.</p> | <p>IDesign L1</p> <p>iSafety</p> <p>Learn about how to stay safe on the internet, including: cyberbullying, online gaming, trust and digital reputation, location permissions, online contact and social media.</p> <p>An understanding of recognition of the effects of cyberbullying, online gaming, trust, digital reputation, location permissions, online contact and social media as well as what to do in a number of different situations.</p> | <p>IAnimate L1</p> <p>Stop Motion</p> <p>Create their own cartoon using the App 'iStopMotion'. Focus on character creation and storytelling.</p> <p>An understanding of basic storyboarding and planning.</p> | <p>IBroadcast L1</p> <p>iPodcast</p> <p>Learning about the history of podcasting before learning how to plan, script, record and publish their own podcasts on the internet.</p> <p>An understanding of podcasts, planning, basic script writing, recording and exporting to different formats.</p> | <p>IFilm L1</p> <p>iTrailer</p> <p>Introduction to basic filming and editing techniques using AApp 'iMovie'. Plan and create 2 film trailers of different genres.</p> <p>An understanding of basic storyboarding and planning, character and development, basic film and camera techniques.</p> |



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| Spanish | <p>L2 Unit 1 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.</p> | <p>L2 Unit 2 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.</p> | <p>L2 Unit 3 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.</p> | <p>L2 Unit 4 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.</p> | <p>L2 Unit 5 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.</p> | <p>L2 Unit 6 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</p> |



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| PE | Baseline Testing / Health Related Fitness -Developing stronger movements, jumps, balances, anaerobic and aerobic work in a consistent manner and quality | 4 weeks | 5 weeks | 5 weeks | 5 weeks | Outdoor & Adventurous -Respond to more varied challenges in different environments - Recognise what is needed to keep themselves and others safe -The need for and correct use of specialist equipment - Accept responsibility for personal and group safety | 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 |
| | | BOYS | | | | | |
| | | Badminton - Use appropriate grip -Attempt all basic serves/shots -Awareness of attacking /defensive play | Football - Perform variety of skills under pressure -Developing sense of awareness and decision making | Trampolining -Able to perform majority of yr5 -Attempt front landing and some combinations -Perform short routines | Dance / Gym - Confident use of travel, balance, body tension, roll(s) within individual and group routines | | |
| | | GIRLS | | | | | |
| | | Football - Perform variety of skills under pressure - Developing sense of awareness and decision making | Badminton -- Use appropriate grip -Attempt all basic serves/shots -Awareness of attacking /defensive play | Dance/ Gym - Confident use of travel, balance, body tension, roll(s) within individual and group routines | Trampolining - Able to perform majority of yr5 -Attempt front landing and some combinations -Perform short routines | | |



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| Music | Traditions in music and classical composers will be studied, with appropriate pieces performed (Pachelbel's Canon). | Keyboard and other instrumental skills will be developed. Students to play with both hands together in certain, selected passages of music. The full drum kit, including feet pedals will be used to create rhythmic variation. | Traditional notation will be used for most pieces. Graphic scores will be made too and the difference/applications discussed | Composition using a full range of chromatic notes will be taught for the first time. Structure will be relaxed, giving the student more freedom to express musical ideas and influences. | In preparing for Level $\frac{3}{4}$ LCM Ensemble Examination, classes will produce and demonstrate excellent ensemble skills, listening and evaluating their performance throughout. (NQF AS Level) | The opportunity to take part in a variety of live music performances will be offered in and out of school. Musicians from Year 6 will experience performing as part of an area band at carnivals and festivals, raising confidence and self- |
| 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) |