

NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2020/21

In essence it is important that our curriculum is thoughtfully put together, it is progressive and structured appropriately and that subsequent lessons are sequenced in a way that makes sense and supports learning and development.

CURRICULAR AIMS			
To give pupils appropriate experiences to develop as confident, responsible citizens who connect with their future possibilities.			
To provide a rich 'cultural capital'.			
To provide a coherent, progressive and structured curriculum that enables all pupils to learn, develop and experience success.			
Core Values: Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship and Care.			
YEAR 6	INTRA-CURRICULUM:	CROSS-CURRICULAR:	CONTINUOUS PROVISION 6 PILLARS:
	Designing provision effectively within a specific subject.	Purposefully connecting and sequencing aspects of our whole school themes.	Embedding strong daily routines.
AUTUMN 1 Theme for awards – PLAY FAIRLY AND THOUGHTFULLY	<p><u>Intra-Curriculum</u></p> <p><u>Maths</u> Place value, rounding and ordering numbers. 4 operations</p> <p><u>Science</u> Classification of living things (vertebrates, invertebrates) including animals and microbes. Branching databases. Invertebrates. Vertebrates.</p> <p><u>PE</u> Athletics (jumping, sprinting and long distance running).</p> <p><u>RE</u> Focus on Judaism. Create a non-fiction report based upon research into the Jewish faith.</p>	<p>The Adventurer - Create a Drama in the Wild</p> <p><u>Launch Lesson</u> Children to create outdoor drama as a soldier in a WW1 trench. Alternatively, read their diary entries in a dramatic way in an outdoor setting. Link with computing and editing videos.</p> <p>Topic driver for the half term: WW1</p> <p><u>Literacy</u> One Boy's War Diary- Children to write from the perspective of WW1 soldier Walter Tull. Linked to the text 'One Boy's War'.</p> <p><u>Guided Reading</u> Week 2 and 3: Texts linked to information about WW1 trench life to support literacy writing. To provide facts to assist children in writing. Week 5: 'A Tale of Two Soldiers'- Text linked to the first and last soldier to die in WW1. Week 6: Galipolli Murphy- Text linked to a soldiers experience in WW1 to further understanding of conflict.</p>	<p>Reading</p> <p>Handwriting</p> <p>Counting, mental calculation and time</p> <p>Moving</p> <p>Singing/Poetry</p> <p>Reflection (thinking/imagining)</p> <p><u>Personal Development</u> These objectives are linked to our core values, whole school themes and pastoral work at school. Many of these objectives filter into our daily</p>

	<p><u>Carousel</u></p> <p><u>PE</u> Multi-Skills</p> <p><u>Music</u> Dan Piper Drumming Classical Music: Beethoven and Mozart</p> <p><u>Art</u> Looking at hues, tones, tints and moods. Explore the use of different colours when mixed. Introduce tertiary colours. Making sure awareness is shown with a definition of the colours mixed. Use colour to express our feelings and moods. Explore the texture of paint – very wet, thin, thick and heavy – by adding PVA and looking at water, acrylic and oil paints. Encourage individual identification of suitable equipment to use – size of brush.</p>	<p><u>History</u> Linked to a significant turning point in British history (WW1). Children to evaluate and develop knowledge based on a range of sources. Children to create their own evaluations based on life in WW1 trenches- also using the information that they gathered in guided reading to support them. Also, research into propaganda and how it was used to encourage soldiers to join the war effort.</p> <p><u>Art</u> Drawing sketches based on a WW1 soldier who sketched images from the trenches. Use these to support English work based on 'One Boys War'.</p> <p><u>Geography</u> Map skills, identifying capital cities and key topographical features (mountains, rivers etc) and discussing which countries were involved in the conflicts – triple entente, the central powers.</p> <p><u>Computing</u> Video recordings of performing of diary entries- linked to speaking and listening in English. Children also edited videos using a range of software.</p> <p><u>PSHE</u> Strand 1: Section B: Confidently identify my strengths and areas for development and suggest strategies to achieve goals. Accurately identify areas for improvement and suggest steps. Set high aspirations and goals and create pathways to achieve them. (Link to transition week activities- all about me and setting goals for the year.)</p>	<p>teaching and form the make-up of 'great learning.'</p> <p>To try new things</p> <p>To work hard</p> <p>To concentrate</p> <p>To push themselves</p> <p>To imagine</p> <p>To improve</p> <p>To understand others</p>
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<p>AUTUMN 2 Theme for awards – USE YOUR TALENTS TO ACHIEVE YOUR BEST</p>	<p><u>Intra-Curriculum</u></p> <p><u>Maths</u> 4 Ops recap, division, fractions (comparing, fractions of amounts, equivalent fractions) and FDP.</p> <p><u>PE</u> Dance</p> <p><u>Science - Light</u> L1 - What is light? How does it travel? Diagram to understand how light travels. Diagram to label parts of the eye.</p>	<p>The Discoverer – Create a piece of wild art</p> <p>Children to create Wild Art linked to remembrance to link in with our topic of WW2 throughout this half term.</p> <p>Topic driver for the half term: WW2</p> <p><u>English</u> (3 week block) Children to write stories linked to evacuees in WW2. Children to right about Evacuees arriving at new house (linked to Narnia).</p> <p>(3 week block) Children to write reports based on an event from a book in 'Letters from the Lighthouse' about a pilot who crashes his plane in WW2. Children to write this in a similar style to a newspaper report.</p>	

	<p>BBC Bitesize videos</p> <p>L2 - Water experiment (TES)- children draw a picture. Put a glass on top- see how picture changes. Then fill glass with water- think about how picture changes. Why can images be distorted?</p> <p>L3 - Shadow experiment</p> <p>L4 - Blackout investigation- which materials are the best for black out blind? Children to design their own investigation.</p> <p><u>RE</u> Christianity and religious celebrations linked to Christmas</p> <p><u>Computing</u> Minecraft Space Centre: Loops and conditionals, debugging, conditionals and operators.</p> <p><i>Whole school theme: Hour of Code.</i></p> <p><u>Carousel</u></p> <p><u>PE</u> Gym/Dance</p> <p><u>Music</u> Dan Piper Drumming Classical Music: Beethoven and Mozart</p> <p><u>Art</u> As Autumn 1</p>	<p><u>Guided Reading</u> Texts linked to a range of topics covered over the half term: Week 1: Non-fiction- Evacuees. Week 2: The Blitz Week 3: Jesse Owens (BAME focus in each half term). Week 4: Letters from the Lighthouse and Lighthouse poetry Week 5: The Tunnel (Fiction story). Week 6: Anne Frank (Links to History). Week 7: Holocaust (Links to History).</p> <p><u>History</u> Linked to a significant turning point in British history (WW2). Children to evaluate and develop knowledge based on a range of sources and create timelines to place events in order.</p> <p><u>Geography</u> Name and locate counties/cities within the UK- link to Evacuees and their journeys from cities into the country.</p> <p><u>Science</u> Light linked to blackouts- blackout blinds Periscopes - refracting light Using searchlights - https://www.stem.org.uk/resources/community/collection/286498/world-war-ii</p> <p><u>PSHE</u> Strand 1: Section B:</p>	
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<p>SPRING 1 Theme for awards – LISTEN TO OTHERS’ VIEWS</p>	<p><u>Intra-Curriculum</u></p> <p><u>Science</u> Evolution and Inheritance (Darwin).</p> <p><u>Computing</u> Online safety - protecting passwords, reporting concerns, online gaming, social media, protecting computers from viruses.</p> <p><i>Whole school: Safer Internet Day.</i></p> <p><u>PE</u> Team Games (Handball)</p>	<p>The Explorer – Find your way with a map</p> <p>See geography below.</p> <p>Topic driver for the half term: The Titanic</p> <p><u>English</u> (3 week block) - Persuasive advert- Why should you go on the Titanic? Advert to be written pre Titanic crash. (3 week block)- Writing linked to ‘The Only Black Man on the Titanic’ text. Comparative dialogue between the different classes and their experiences on the boat.</p> <p><u>Guided Reading</u> Texts to be linked to the Titanic (non-fiction to provide the children with facts for literacy. Evolution and Inheritance (Darwin-linked to Science). One week focus on a BAME figure.</p>	

	<p><u>Carousel</u></p> <p><u>PE</u> Net and Wall Games</p> <p><u>Music</u> Dan Piper Drumming Advanced Rhythm Workshop: Didgeridoos and Ukuleles</p> <p><u>Art</u> Observe and recap the different variety of techniques to show the effect of light on objects and people. Use rubbers to lighten and then pencils and techniques of shading to form tonnes. Produce a mark making strategy to understand how each technique differs. Produce accurate drawings of people or statues using different materials like pencils and charcoal. Encourage a variety of scales and collaboratively. Independently select materials and techniques for them to create a specific outcome.</p>	<p><u>DT</u> Project – Evaluate how key events shaped the world of designs? Children to look at how to strengthen, stiffen and reinforce structures – link to Titanic sinking.</p> <p><u>Geography</u> Plot the Titanic's journey on a ma- see National Curriculum- locational knowledge- bullet point 3.</p> <p><u>PSHE</u> Strand 1: Section C: Recognise, predict and assess risks in different situations and decide how to manage them responsibly. Undertake increasing responsibility. Resist pressures linked to behaving in unacceptable, unhealthy or risky ways. How information and data is shared and used online (all linked to e-safety work in computing- how to stay safe online).</p> <p>Strand 2: Section E: Recognise and challenge stereotypes. Identify the nature and consequences of discrimination (link to Joseph Laroche story in English).</p>	
<p>SPRING 2 Theme for awards – RESPECT THE ENVIRONMENT AROUND US</p>	<p><u>Intra-Curriculum</u></p> <p><u>Maths</u> Revision pre SATS.</p> <p><u>Science</u> Living things and their habitats.</p>	<p>Topic driver for the half term: Life in water- protecting our Oceans</p> <p><u>Literacy</u> (3 weeks) Letter (Inform) Dear human- Written from the perspective of a fish living in plastic pollution</p> <p><u>Guided Reading</u></p>	

	<p><u>PE</u> Team games (Basketball)</p> <p><u>Computing</u> Multimedia and Handling Data: Record and collect data, database search, check mistakes in data. Basic skills: excel: formulas, graphs and sorting columns.</p> <p><u>Carousel</u></p> <p><u>PE</u> Invasion Games</p> <p><u>Music</u> Dan Piper Drumming Advanced Rhythm Workshop: Didgeridoos and Ukuleles</p> <p><u>Art</u> As Spring 1</p>	<p>Texts linked to water saving, plastic pollution and living things and their habitats (Science topic). The Obamas 1 week (BAME figure).</p> <p><u>Geography</u> Lessons linked to climate zones, rivers, mountains, volcanoes and the water cycle linked to the topic driver and whole school theme.</p> <p><u>Art</u> To use a range of different materials to create artwork linked to the whole school theme. Link to the NC objectives.</p> <p><u>PSHE</u> Strand 3: Section G: Research, discuss and debate topical issues, problems and events that are important to me. Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing. (All linked to the topic on plastic pollution and the differences we can make).</p> <p>Strand 3: Section H: Explain the impact of global issues at an individual, community and global level. Understand that groups of people may have conflicting opinions and interests. Communicate in a positive and respectful ways that effect change and raise awareness. (All linked to the topic on plastic pollution and the differences we can make).</p>	
<p>SUMMER 1 Theme for awards – RESPECT ALL RELATIONSHIPS</p>	<p><u>Intra-Curriculum</u></p> <p><u>Maths</u> 4 Ops and Place Value, FDP,</p> <p><u>PE</u></p>	<p>The Ranger - Terrific trees</p> <p>Topic driver for the half term: Wonder Garden/Anglo Saxons+ Vikings</p> <p><u>Literacy</u></p>	

	<p>Striking and Fielding/Bikeability</p> <p><u>Computing</u> Coding and Multimedia Minecraft: Build a treehouse challenge- computational thinking, agent coding block, evaluate programming, selecting online tools, evaluating effectiveness.</p> <p><u>Basic skills</u> PPT or Sway</p> <p><u>Carousel</u></p> <p><u>Music</u> Dan Piper Drumming Jazz Unit: Big Band and Swing + Glockenspiel improvisation</p> <p><u>Art</u> Experiment in sketch books for combining different objects for an end piece. Discuss and evaluate own work. Make connections between own work and patterns in their local environment eg curtains, wallpaper. Consider ways of making fabric. Look at clay apply different tools to create shape and pattern. Develop experience in pooling together experience in textures –using cutting, paint and weaving. Experience using different objects to produce prints taken from pictorial and pattern work.</p>	<p>(3 week block) The Wonder Garden (description linked to the text and linked in with WST).</p> <p>(3 week block) Poetry linked to Anglo- Saxon and Viking battles over British territory.</p> <p><u>Art</u> To use a range of different materials to create artwork linked to the 'Wonder Garden'. Link to the NC objectives.</p> <p><u>Guided Reading</u> Texts linked to Anglo Saxons and Vikings (Links with History) and Climate Zones and Rainforests (links with Geog). Stevie Wonder 1 week BAME figure.</p> <p><u>Geography</u> Climate zones/Rainforests- see NC objectives.</p> <p><u>History</u> Viking and Anglo Saxon struggle for territory in Britain (see NC).</p> <p><u>PSHE</u> Strand 2: Section E: Know how to challenge bullying and abuse in all its forms. (Work done around Stephen Lawrence day).</p> <p>Strand 1: Section B: Manage the transition to Secondary School/KS3 in a positive and optimistic manner. (Transition to begin with EPIC in Summer 1)</p> <p>Strand 1: Section A: Identify the risks and effects of drugs, alcohol and tobacco. Understand facts about illegal substances. (Topic lessons week 5+6).</p>	
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<p>SUMMER 2 Theme for awards – SHOW RESILIENCE OF BODY AND MIND</p>	<p><u>Intra–Curriculum</u></p> <p>Knowledge and Understanding</p> <p><u>Science</u> Biology of humans, changes to the body.</p> <p><u>Computing</u> E-safety Coding – scratch project</p> <p><u>P.E</u> Swimming/Athletics</p> <p><u>Enrichment</u> NTU visit Bikeability Transition workshops</p> <p><u>Carousel</u></p> <p><u>PE</u> Striking/Fielding</p> <p><u>Music</u> Dan Piper Drumming Prepare leaving assembly performance</p> <p><u>Art</u> As Summer 1</p>	<p>The Adventurer – Build a den or a shelter (link to core value of showing resilience of body and mind)</p> <p><u>Launch Lesson</u> Build a den/ shelter on the yard/ Colwick Woods (link to recycling/ D&T – what resources can the children bring in from home to create their den?)</p> <p>Topic driver for the half term: Carnival/Olympics- Celebrating your own background and culture</p> <p><u>English</u> (2 week block) Poetry linked to the carnival (3 week block) Wonder- linked to transition- booklet to take to Y7. Agony Aunt/Guide how to survive Y7.</p> <p><u>Guided Reading</u> Week 1 and 2: Wonder Week 3: BAME- Athletes Week 4: Euro 2021 Week 8: Olympics</p> <p><u>Science</u> Electricity (see curriculum for more details).</p> <p><u>PSHE</u> Strand 1: Section A: Explore and critique how the media present information (body image). (SRE to plan in Summer B)</p> <p>Strand 1: Section C: Explain my right to protect my body and the law linked to contact and abuse.</p>	
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