

NOTTINGHAM ACADEMY PRIMARY – CURRICULUM 2019

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: <i>Designing</i> provision effectively within a specific subject.	CROSS-CURRICULAR: <i>Purposefully</i> connecting and sequencing aspects of our whole school themes.	CONTINUOUS PROVISION: 6 PILLARS <i>Embedding</i> strong daily routines.
AUTUMN 1 Theme for awards – PLAY FAIRLY AND THOUGHTFULLY	<u>INTRA –CURRICULUM</u> Knowledge and Understanding Maths: Place value, 4 operations, inverse. Science: Classification of living things including microbes, plants & animals Computing: Online Safety give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. P.E.: Team Games- Handball Carousel: PE- Multi-Skills. Music- Dan Piper Drumming Music- Classical Music: Beethoven and Mozart Art- 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,	The Adventurer – Create a drama in the wild Launch lesson: Focus on 'scouting' for vocabulary linked to text on Robert Baden- Powell (soldier from WW1 who founded the Boy Scouts and has a street named after him locally). In Literacy, the children had the opportunity to participate in hot seating and a conscience alley – was Sydney right to enlist in the war when he was underage? Special assembly from Ms Maciel based on the enchanted flute and meditation. <u>CROSS – CURRICULAR</u> Knowledge and Understanding <u>WW1</u> Class Book: The Lion, the Witch and the Wardrobe – C.S. Lewis Each class is learning a different poem from the war 6A: Flanders Field 6W: Dulce et Decorum est 6S: The Soldier 6O: Perhaps Literacy: Diary writing from a soldier's point of view (inspired by the book, One Boy's War)	1. Reading. 2. Handwriting. 3. Counting, mental calculation and time. 4. Moving. 5. Singing/ poetry. 6. Reflection (thinking/ imagining) <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 teaching and form the make-up of 'great

	<p>acrylic and oil paints. Encourage individual identification of suitable equipment to use – size of brush.</p> <p>R.E linked to values, ongoing with regard to acknowledging differences in faith.</p>	<p>Newspaper reports: Reporting on the Government’s decision to enlist the help of animals in the war effort (inspired by the book, Flo of the Somme)</p> <p>Guided Reading: History of the Boy Scouts (link to the theme and our launch lesson) Information text on Franz Ferdinand (Outbreak of War and why the war started) Letter from Lord Kitchener: How children can help in the war effort. Newspaper: Cher Ami (animal hero from WW1)</p> <p>Topic: History: Causes of War, WW1 timeline (ordering events, hands-on searching for dates), research into life in the trenches, propaganda posters, postcard home from the war/ write a letter to a family member fighting in the trenches and state how they are helping (link how children are helping during the war and the boy scouts), animals in the war (hook: inspired by the character of Flo and her not knowing what other animals are doing in the war), weapons (hook: letter from Lord Kitchener and wanting help to budget weapons going to the frontline).</p> <p>Geography: Map skills and discussing which countries were involved in the conflicts – triple entente, the central powers.</p> <p>Enrichment: Jason King WW1 workshop, where the children will handle different artefacts from the war, try on a range of clothing, investigate different characters and infer things about their lives based upon the evidence they are handling. They will also hear stories and speak to nurses about how medicine was administered during WW1, as well as have their fingers bandaged.</p> <p>Computing: Communicate, Digital Literacy: Choose the most suitable applications and devices for the purpose of communication.</p>	<p>learning.’</p> <ul style="list-style-type: none"> - To try new things - To work hard - To concentrate - To push themselves - To imagine - To improve - To understand others - To not give up
<p>AUTUMN 2</p> <p>Theme for awards – USE YOUR TALENTS TO ACHIEVE YOUR</p>	<p><u>INTRA –CURRICULUM</u></p> <p>Knowledge and Understanding</p> <p>Maths: Fractions (amounts, equivalent, ordering, shape, add/ sub, div/ mult), decimals, percentages, link between</p>	<p><u>The Discoverer – Create a piece of wild art</u></p> <p>Launch lesson: Visit Colwick Woods and create a piece of wild art.</p> <p><u>CROSS – CURRICULAR</u></p> <p>Knowledge and Understanding</p>	

<p>BEST</p>	<p>FDP, conversions.</p> <p>Science: Light & Shadows</p> <p>P.E.: Team Games- Hockey</p> <p>R.E. Christianity</p> <p>Computing –Online safety – give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>Computer Science: Coding: Motion – hour of code</p> <p>Enrichment:</p> <ul style="list-style-type: none"> - Knife Crime workshops - Criminalising Christmas – Galleries of Justice - Epic Partners <p>Carousel:</p> <p>PE- Gym/Dance</p> <p>Music- Dan Piper Drumming</p> <p>Music- Classical Music: Beethoven and Mozart</p> <p>Art- as Autumn 1</p>	<p><u>WW1/ WW2</u></p> <p>Class Book: The Lion, the Witch and the Wardrobe – C.S. Lewis</p> <p>Poetry: Hilary Robinson/ Martin Impey (authors of Flo of the Somme and Where the poppies now grow)</p> <p>Literacy:</p> <p>Personification poems and use of figurative language in poems about the bombing that occurred during the war (inspired by Where the poppies now grow book).</p> <p>Time-slip story about a soldier’s experience of fighting in WW1/ WW2 (inspired by One boy’s war and the video clip, The Piano).</p> <p>Guided Reading:</p> <p>Poetry: Dulce et Decorum est and Flanders Field</p> <p>Story: The Lion and the Unicorn (a boy’s father goes to fight in WW2 and gives him a brass badge with a lion and unicorn on).</p> <p>Story extract: The Toy Maker</p> <p>History:</p> <p>The end of WW1 (link to Remembrance Sunday), outbreak of war and why it all began, key figures in history (Chamberlain, Churchill, Hitler), The Blitz, Women’s involvement in WW2, Rationing (link to Maths – FDP, ration (2:3)</p> <p>Art/ D&T:</p> <p>Make colour wash background and wooden frames to showcase our personification poems from Literacy. Make poppy men and wreath to showcase in the Y6 art gallery, which parents will be invited to. The hook for this will come from our time-slip story and a letter from him stating that his house has been on fire and he has lost all of his mementos.</p> <p>Geography:</p> <p>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>Computing: Digital Literacy – Internet credibility of sources, create a shared google document, conduct an internet search, to write a research based article on ww2. To test credibility of internet sources.</p> <p>Basic skills: inserting hyperlink.</p> <p>Word: Applying multiple page layouts and designs. Annotate and editing.</p>	
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SPRING 1 Theme for awards – LISTEN TO OTHERS VIEWS	INTRA –CURRICULUM Knowledge and Understanding Lit: Shakespeare – write modern version of one of his stories. (links to our poet if the term). Maths: Ratio and proportion, angles, co-ordinates and shape. P.E. OAA Science: Evolution & Inheritance – Darwin, fossils etc Enrichment: Into University NTU Outreach Computing: Online safety: Understand the effect of online comments and show responsibility and sensitivity when online. Create a coding scratch game Carousel: PE- Team Games Music- Dan Piper Drumming Music- Advanced Rhythm Workshop: Didgeridoos and Ukuleles Art- 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.	The Explorer – Find your way with a map Launch lesson: Orienteering around school/ Colwick Woods. Literacy: The Lion, The Witch and the Wardrobe (4 evacuee children who go on an adventure in a magical land) Guided Reading: Information text on different explorers, comparing texts. Class Book: Kensuke’s Kingdom – Michael Morpurgo Geography: Mapping skills & fieldwork – compass, ordinance survey, fieldwork CROSS – CURRICULAR Knowledge and Understanding <u>WW2</u> R.E: Beliefs of Judaism, religious artefacts, making kippahs, the effect of the holocaust on our society, social injustice and why Jews were persecuted. History: Evacuees, Kinder Transport, Holocaust, concentration camps, persecution of the Jews, the night of Kristelnacht. Art: Make pictures of concentration camps using different stimulus, 3D butterfly coming off the picture on a piece of barbed wire (inspired by the work of Karl Bodek and Kurt Conrad Low). Guided Reading: Instastory: Holocaust (Eva’s story) Computing: Computer Science; Coding a scratch game linked to WW2. Basic Skills: Powerpoint – Create multi-path presentation. Use timings and buttons with hyperlinks.	

<p>SPRING 2</p> <p>Theme for awards – RESPECT THE ENVIRONMENT AROUND US</p>	<p>INTRA –CURRICULUM</p> <p>Knowledge and Understanding</p> <p>Guided Reading: Children will practise a range of SAT papers to build stamina.</p> <p>Maths: shape continuation, lines of symmetry, area and perimeter</p> <p>P.E. Invasion Games-</p> <p>Science: Adaptation – humans and other animals</p> <p>Enrichment: Road Safety Quiz PDSA – Pet Hospital</p> <p>Computing: Online Safety – understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games without express written permission from the copyright holder.</p> <p>Carousel: PE- Invasion Games</p> <p>Music- Dan Piper Drumming</p> <p>Music- Advanced Rhythm Workshop: Didgeridoos and Ukuleles</p> <p>Art- as Spring 1</p> <p>R.E linked to values, ongoing with regard to acknowledging differences in faith.</p>	<p>The Tracker – Life in water</p> <p>Launch lesson: Hook – Letter to the children for them to decode. Around the playground are different symbols, each symbol stands for a letter in the alphabet. They children have to crack the code to work out what the letters says. It is a letter from a blue whale telling the children all about the plastic pollution in the oceans.</p> <p>CROSS – CURRICULAR</p> <p>Knowledge and Understanding</p> <p><u>Pollution: Water pollution</u></p> <p>Lit: Letter to inform (inspired by the book Dear Greenpeace) Children will apply all of the knowledge they learn from the theme to inform the reader of what is happening to blue whales in our oceans. Literacy – recycling/ life in water – persuasive speech</p> <p>Guided Reading: Information text: Ocean Voices and the song of the dolphin boy.</p> <p>Topic: Geography: Causes of harm to sea animals, pollution around Hawaii/ great pacific garbage patch: debate whether a hotel should be built in Hawaii, ocean poetry - create rhyming poems about pollution in our oceans, learn about the Great Pacific Garbage Patch – where it is and why rubbish collects there.</p> <p>Art/ D&T: Learn about Hokusai and create a wave filled with pollution, create sea animals using bottle tops, draw a blue whale – top half is the whale and the bottom is full of pollution (link this to plastic pollution discussions), sea turtles and jellyfish made from the bottom of plastic bottles, sea creatures drawn on bubble wrap and painted. Computing: Digital Literacy: Choose the most suitable applications and devices for the purposes of communication. Animation linked to pollution. Basic skills: Powerpoint: Inserting multimedia, video and audio.</p> <p>Link to Science: select an appropriate application to devise, construct ad manipulate data and present it in an effective and professional manner.</p>	
<p>SUMMER 1</p> <p>Theme for awards</p>	<p>INTRA –CURRICULUM</p> <p>Knowledge and Understanding</p>	<p>The Ranger - Terrific trees</p> <p>Launch lesson: orienteering in Colwick Woods and piecing together</p>	

<p>– RESPECT ALL RELATIONSHIPS</p>	<p>Guided Reading: Stamina Reading – one SATs text/ day</p> <p>Gap analysis from Pixl linked to these areas: Authors purpose Characterisation Reading vocabulary Comprehension Inference Main idea Predictions Vocabulary in context Synonyms</p> <p>Maths: revision of all areas covered so far.</p> <p>Science: Electricity</p> <p>Computing: Online Safety</p> <p>P.E. Swimming/Athletics-</p> <p>Enrichment: Women in Construction- Aspiration Careers and skills visit</p> <p>Carousel: PE- Striking/Fielding</p> <p>Music- Dan Piper Drumming</p> <p>Music- Jazz Unit: Big Band and Swing + Glockenspiel improvisation</p> <p>Art- 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</p>	<p>which words have been spelt: deforestation, leaves, etc. Then, looking round the woods, trying to identify different leaves.</p> <p>Class book: The Explorer- Katherine Rundell</p> <p>CROSS – CURRICULAR Knowledge and Understanding</p> <p><u>Pollution: Wider world and link to our whole school theme</u> Guided Reading: Throwing a tree and the poison tree poetry.</p> <p>Literacy: Persuasive leaflets encouraging children to build their own tree houses (inspired by the book, Everything you need for a tree house). Writing to inform – writing in second person (inspired by the book, Wonder Garden)</p> <p>Art: Wonder Garden imagery using a range of stimulus.</p> <p>Topic: Geography: Deforestation, where in the world this is occurring and the impact on the planet, discuss what changes can be made to improve our environment.</p> <p>Computing: Digital Literacy – Video linked to pollution. Basic Skills: Excel– advanced formula across sheets, making scatter graphs, inserting pie and bar charts. Sorting cells a-z. Formatting cells to 2 decimal points.</p>	
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	<p>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>R.E linked to values, ongoing with regard to acknowledging differences in faith.</p>		
<p>SUMMER 2</p> <p>Theme for awards – SHOW RESILIENCE OF BODY AND MIND</p>	<p>INTRA –CURRICULUM</p> <p>Knowledge and Understanding</p> <p>Maths: Algebra, BODMAS, data: line and bar graphs</p> <p>Science: Biology of humans, changes to the body.</p> <p>Computing: E-safety</p> <p>Coding – scratch project, adding effects and adding Boolean operations.</p> <p>Basic Skills: email – distribution groups, filtering mail, protecting emails with password.</p> <p>P.E.: Swimming/Athletics</p> <p>Enrichment:</p> <p>NTU visit</p> <p>Bikeability</p> <p>Transition workshops</p> <p>Residential – Youth Hostel</p> <p>Army workshops</p> <p>Carousel:</p> <p>PE-</p> <p>Striking/Fielding</p> <p>Music- Dan Piper Drumming</p> <p>Music- Prepare leaving assembly performance</p> <p>Art- 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>Launch lesson: 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>CROSS – CURRICULAR</p> <p>Knowledge and Understanding</p> <p><u>Linked to the core value of resilience of body and mind and in preparation for transition (Secondary have tasked primary feeder schools with completing work linked to the theme of adventure)</u></p> <p>Lit:</p> <p>Diary writing, Cliff-hanger story, Persuasive speech to Bear Grylls (inspired by the book, Kensuke’s Kingdom)</p> <p>Guided Reading:</p> <p>Narrative: Kensuke’s Kingdom, Story for transition: Two sides of the coin: narrator is worried about going to new school – turns out she is the teacher, not a pupil.</p> <p><u>Pollution: Recycling</u></p> <p>Topic:</p> <p>Persuasive posters for recycling items that cannot be put into the recycling bin but there are schemes that can recycle it, bring in recycling from home – sort it according to material and weigh, then create bar/ line graph from this data, write letters to local council about raising awareness of recycling and spreading the news across the county, persuasive posters encouraging people to become eco-warriors, persuasive speeches about climate change (inspired by Greta Thunberg).</p> <p>Computing: Digital Literacy – research pollution problem. Create</p>	

		<p>presentation on it. Combine the use of pens with movement to create interesting effects. Maths shape</p> <p><u>R.E and Art will be linked</u></p> <p>R.E.:</p> <p>Ramadan/ Eid - Comparing world faiths, texts used, scared texts, how the religions impact family life.</p> <p>Art:</p> <p>Geometric patterns linked to Islam. Use Rollers/ printing/ repeating patterns)</p>	
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