



# Curriculum Booklet

This is a working document and may be subject to change if it is in the best interests of the pupils.

**Year 6**

**Key Stage 2**

## Curriculum Overview

This document provides an outline for the main topics which will be covered in this academic year.

The school curriculum aims are:

- To provide opportunities for each pupil to learn and achieve.
- To promote the pupils' development and prepare them for the experiences of life.
- To enable each pupil to respond positively to challenges, opportunities, responsibilities, and to cope with change.
- To provide each pupil with the steps in their academic journey to enable them to make informed choices in school and beyond.

### Homework

Homework is an extension of your child's education and is compulsory. Time should therefore be allowed within your child's day to complete this.

Children will be given homework on a regular basis. In Year 6, pupils are expected to spend up to 1 hour per day on their written / recorded homework tasks. In addition to this, time should be set aside plus for reading, spelling and tables practice and/or mental mathematics.

Homework will be set in accordance with the homework timetable and will be recorded on Teams. Homework will be either paper based or online, with teachers giving clear instructions whether it needs to be uploaded to a Teams assignment or handed in physically in class.

Children are very different; some enjoy having homework, others dislike it. If possible, set aside a regular time for homework and a table/desk away from distractions such as the TV.

If you have any problems concerning homework please contact your child's class teacher.

### Assessment

During the course of the academic year each pupil will be assessed so that their progress is monitored and we can focus on helping them to achieve their best.

## English

### Overview/Introduction

As a core subject English is taught every day to enable the class to harness the skills and abilities required for each pupil to enhance their reading and writing. These skills are taught through a variety of different genres and topic areas that are summarized below.

They will also develop their speaking and listening skills, which are essential as they move through Bedford Greenacre Independent School. Good verbal skills enhance each child's understanding of language in both spoken and written forms and in the way language can be used to communicate.

### Reading, Handwriting, Spelling, Punctuation Grammar

Regular spelling, punctuation and grammar (SPaG) activities are taught throughout the year. These are in accordance with the National Curriculum for Year 6

Pupils also practise their handwriting regularly to ensure the development of a fluent, legible, sustainable style.

Pupils read aloud regularly in the class or in small groups and are expected to read regularly at home to themselves and to an adult.

To start the year children will be taught in classes. After assessments they will be set – these sets are fluid and can change throughout the year.

Term	Summary
<b>Autumn</b>	<p>The term will begin with some getting to know you tasks, and assessments in reading, writing and spelling</p> <p>Whilst still in classes we will explore some poetry and undertake longer writing task including a humorous letter to the teacher. Children will also prepare and give a short presentation to the class.</p> <p>Children will do regular work on SPaG and comprehension throughout the year</p> <p>For the first half of the year, children's work will be based around Harry Potter. This will include: poetry, description, adverts, letters formal and informal, commentary, instructional and persuasive writing, presentations, fact files, newspaper reports, atmospheric writing, debates, longer writing tasks and discussion.</p> <p>Spelling and comprehension homeworks will be given regularly</p> <p>Regular handwriting will focus on spelling and adventurous vocabulary</p> <p>Children should have two good blue handwriting pens with them in all classes that involve writing</p>

<b>Spring</b>	<p>This term we again start with assessments to keep teachers informed          We continue studying Harry Potter and hope to include a trip or special day          The spelling focus will be on the statutory spelling words for Year 5 and 6, and these can be found in Teams. Grammar and comprehension tasks are done regularly.</p> <p>We then move on to Shakespeare and, in particular, <i>Midsummer Night's Dream</i>. During these lessons we look at: Shakespearian language, poetry, how to read and perform plays, fantasy, imagination, different characters viewpoints, different ways the play has been interpreted, newspaper reports, captions, reviews, summarising, precis and writing for different audiences.</p>
<b>Summer</b>	<p>We continue with <i>Midsummer</i> and then move on to poetry to round the year off. Assessments are usually in May          Throughout the year we look at items of interest in the news and discuss these.</p>

## Mathematics

### Overview / Introduction

As a core subject, Mathematics is taught every day to enable the class to harness the skills and abilities required for each pupil to enhance their numeracy skills.

The pupils are given a complete grounding in the fundamental concepts. These are developed throughout their academic journey at Bedford Greenacre Independent School at a level suitable for their own ability. Through mathematics the pupils are equipped with a curriculum that will enable them to comprehend and challenge the environment around them. Mathematics provides logical reasoning, problem solving and abstract thinking skills that are important in everyday life.

Term	Topic
Autumn	Number and place value (NPV); Mental multiplication and division (MMD); Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP) Mental addition and subtraction (MAS); Number and place value (NPV); Written addition and subtraction (WAS); Decimals, percentages and their equivalence to fractions (DPE); Problem solving, reasoning and algebra (PRA) Problem solving, reasoning and algebra (PRA); Mental addition and subtraction (MAS) Measurement (MEA); Problem solving, reasoning and algebra (PRA); Number and place value (NPV) Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Number and place value (NPV); Problem solving, reasoning and algebra (PRA) Mental multiplication and division (MMD); Written multiplication and division (WMD); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA); Number and place value (NPV) Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion (FRP) Measurement (MEA); Geometry: properties of shapes (GPS) Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA) Fractions, ratio and proportion (FRP); Problem solving, reasoning and algebra (PRA); Decimals, percentages and their equivalence to fractions (DPE) Fractions, ratio and proportion (FRP)
Spring	Number and place value (NPV); Written addition and subtraction (WAS) Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP) Mental multiplication and division (MMD); Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA); Number and place value (NPV) Geometry: properties of shapes (GPS); Problem solving, reasoning and algebra (PRA) Mental addition and subtraction (MAS); Number and place value (NPV); Written addition and subtraction (WAS); Problem solving, reasoning and algebra (PRA) Written multiplication and division (WMD); Number and place value (NPV); Problem solving, reasoning and algebra (PRA) Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Problem solving, reasoning and algebra (PRA) Statistics (STA); Decimals, percentages and their equivalence to fractions (DPE) Geometry: position and direction (GPD); Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Geometry: properties of shapes (GPS) Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA) Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion (FRP)

<b>Summer</b>	<p>Number and place value (NPV); Decimals, percentages and their equivalence to fractions (DPE)</p> <p>Number and place value (NPV); Mental addition and subtraction (MAS); Written addition and subtraction (WAS); Decimals, percentages and their equivalence to fractions (DPE); Fractions, ratio and proportion (FRP); Problem solving, reasoning and algebra (PRA); Geometry: properties of shapes (GPS)</p> <p>Mental addition and subtraction (MAS); Fractions, ratio and proportion (FRP); Written multiplication and division (WMD); Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Number and place value (NPV)</p> <p>Written multiplication and division (WMD); Problem solving, reasoning and algebra (PRA); Number and place value (NPV); Statistics (STA); Geometry: position and direction (GPD)</p> <p>Number and place value (NPV); Fractions, ratio and proportion (FRP); Measurement (MEA)</p> <p>Geometry: properties of shapes (GPS); Measurement (MEA); Statistics (STA)</p> <p>Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Geometry: position and direction (GPD); Written multiplication and division (WMD)</p> <p>Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Geometry: properties of shapes (GPS)</p>
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## Science

### Overview / Introduction

Science is an integral part of the modern world; as such the curriculum is established to develop the pupils' inquisitive mind. During their educational journey at Bedford Greenacre Independent School each pupil will be encouraged to make their own observations and perform practical experiments to further their skills, knowledge and understanding in science.

Term	Topic	
Autumn	<b>Light</b> <ul style="list-style-type: none"> <li>• How we see</li> <li>• Reflection and refraction</li> <li>• Shadows</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Respiratory system</li> <li>• Health and diet</li> </ul>
Spring	<b>Evolution</b> <ul style="list-style-type: none"> <li>• Charles Darwin</li> <li>• Adaptation</li> <li>• Inheritance</li> <li>• Characteristics</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>• Circuit symbols and circuit diagrams</li> <li>• Investigating current</li> <li>• Investigating voltage</li> <li>• Planning and analysis skills</li> </ul>
Summer	<b>Classification</b> <ul style="list-style-type: none"> <li>• Order of all living things</li> <li>• Organisms</li> </ul>	<b>Properties and Science skills</b> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Safe use of Bunsen burner</li> <li>• Dissolving</li> <li>• Science skills</li> </ul>

## History

### Overview / Introduction

The History curriculum covers important episodes and developments in Britain and other civilisations in the world. The pupils will investigate how the past has helped to shape the present and how the beliefs and cultures have influenced the actions of the people. They will also question and discuss the various interpretations of history **through different sources and understand differing viewpoints of past events.**

Term	Topic
Autumn	Comparative study Aztecs, Mayans, and Ancient Greeks – history in the news
Spring	Comparative study Aztecs, Mayans, and Ancient Greeks – history in the news
Summer	Local History study of Bedford

## Geography

### Overview / Introduction

Pupils will be challenged in Geography to understand places, environments (locally, nationally and internationally) and to appreciate differing cultures. Pupils will utilise skills that will enable them to understand differing types of maps, investigating how geographical events impact society and individual research skills.

Term	Topic
Autumn	Wonderful World: atlas skills, identifying global distributions
Spring	Mountain and Rivers: technical drawing, reinforce sense of scale and place.
Summer	Local area study: map skills - data collection, smaller scale OS mapping, graphing skills and data manipulation



## Information and Communication Technology (ICT)

### Overview / Introduction

Within the ICT curriculum children will be provided with the essential skills needed to access a variety of technologies. This will be through weekly ICT lessons as well through the incorporation of ICT within other curriculum areas. Children are constantly surrounded by technology, therefore it is our primary purpose to ensure they can access these resources safely and confidently, therefore computer safety is always an essential aspect of our ICT curriculum. As well as this, children will cover a range of skills throughout the year, these are as follows:

Term	Topic
Autumn	<p><b>Internet communication</b></p> <ul style="list-style-type: none"> <li>Recognising how the WWW can be used to communicate and be searched to find information.</li> </ul> <p><b>Webpage creation</b></p> <ul style="list-style-type: none"> <li>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation</li> </ul>
Spring	<p><b>Variables in games</b></p> <ul style="list-style-type: none"> <li>Exploring variables when designing and coding a game.</li> </ul> <p><b>Introduction to spreadsheets</b></p> <ul style="list-style-type: none"> <li>Answering questions by using spreadsheets to organise and calculate data</li> </ul>
Summer	<p><b>3D modelling</b></p> <ul style="list-style-type: none"> <li>Planning, developing, and evaluating 3D computer models of physical objects.</li> </ul> <p><b>Sensing</b></p> <ul style="list-style-type: none"> <li>Designing and coding a project that captures inputs from a physical device.</li> </ul>

ICT lessons utilise a range of resources available within the school, such as computers, iPads, laptops, smart touch technology, clever boards, cameras and many other interactive tools.

## Art

### Overview / Introduction

In year 5 the pupils are given the opportunity to work in the fully equipped Senior School art room with a specialist teacher. They learn processes and techniques that are reinforced and developed each year. Each curriculum project is based in an historical context and the pupils learn the relevance of the process to the theme. Pupils are encouraged to evaluate and refine their art work and pursue their own individual creative ideas. Strong cross-curricular links ensure that knowledge and skills acquired in other subjects are applied and developed in Art lessons.

Term	Topic
Autumn	<b>Mixed Media</b> Developing understanding of how different media create different effects (funky fish)
Spring	<b>Colour Theory Collage</b> Developing collage, cutting, sticking skills. Leading to small collage using knowledge gained from colour theory
Summer	<b>Drawing &amp; Pastel</b> Developing drawing, shading, blending, use of colour. (tomatoes)

## Design Technology (DT)

### Overview / Introduction

In Design and Technology pupils will develop their knowledge and understanding of a range of practical and design skills. These will include an introduction to CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) processes. Each unit will include an element of design, manufacture and evaluation. They will develop the skills required to design and model their ideas in a three-dimensional form. This will enable them to look at ideas and concepts in both a theoretical and practical way, which will be useful in both their educational journey at Bedford Greenacre Independent School and the world beyond.

Term	Topic
Autumn	<ul style="list-style-type: none"> <li>• CAD/CAM project using dye sub printer to create coasters/ key rings.</li> <li>• Phone holder project.</li> <li>• Short graphics project - Christmas pop-up cards or calendars, Easter egg boxes or Red nose day noses.</li> </ul>
Spring	
Summer	

## Food Technology (FT)

### Overview / Introduction

Food Technology introduces the pupils to the Key Stage 2 and the principles of healthy eating, to use skills and methods required to produce food. They learn how to make predominately savoury items to include in a healthy diet. They will be working in a safe and hygienic manner.

Term	Topic
Autumn/Spring or Spring/Summer (on rotation)	During their rotation, pupils will work on a project based around the Harry Potter book series. They will enhance their skills by creating a range of dishes, using different cooking methods and working safely and hygienically.

## Music

### Overview / Introduction

Key Stage One children are taught the basic elements of music, note values and how to build a rhythm. The basics of pitch and aural discrimination are covered with extended use of musical elements towards the end of Year 2. This is mostly taught through the use of percussion instruments, body percussion and singing.

Term	Topic
Autumn	Singing – Young Voices Learning a wide selection of songs to perform in the Young Voices concert after Christmas.
Spring	Rhythm & Notation Elements of Music Rhythmic notation Composition of rhythms Group Performances
Summer	Rhythm & Notation Elements of Music Rhythmic notation Composition of rhythms Group Performances
These topics will also be supplemented with songs and other performances learnt for performing opportunities that arise through the school year.	

## Drama

### Overview / Introduction

Drama offers an opportunity for pupils to experience the joy of exploring characters and scenes. These will enable them to embrace differing viewpoints and opinions in an environment that is all about perception and interpretation.

We are also pleased to present school productions throughout the pupils' academic career; to give all involved the opportunity to grow in confidence and enhance their public speaking skills.

Term	Skill
<b>Autumn</b>	<p><b>Melodrama</b> Exploring key characters with exaggerated gestures, focusing on assessment uses mime and movement to music</p> <p><b>Paper bag Princess</b> Taking a fairy-tale and using characterization and storytelling to creating different versions</p>
<b>Spring</b>	<p><b>Darkwood Manor</b> Pupils will meet Mrs Simpson and create their own characters who discover the horrors of the house. Pupils create how the story ends.</p> <p><b>The Titanic</b> Pupils will use range of techniques, such as roleplay, still images and improvisation to understand the events. Focus will also be on class the vast differences between them.</p>
<b>Summer</b>	<p><b>Hamlet</b> Learning the story through solving clues and playing a range of roles. Key scenes are explored to respond and devise from.</p>

## Personal, Social, Health & Citizenship Education (PSHCE)

### Overview / Introduction

Through Personal, Social, Health & Citizenship Education (PSHCE) we strive to encourage the pupils to develop confidence and responsibility. They are encouraged to be a positive role model for both the school and the wider community.

At Bedford Greenacre Independent School we also strive to instil the knowledge and skills that will enable every pupil to enjoy a healthy and safe lifestyle.

Term	Topic		
Autumn	<b>Health and Wellbeing</b>  <b>Safety First</b> <ul style="list-style-type: none"> <li>You are responsible</li> <li>What are the risks?</li> <li>Making your mind up</li> <li>In an emergency</li> <li>Home – safe &amp; sound</li> <li>Outdoors – playing it safe</li> </ul>	<b>Relationships</b>  <b>Be Yourself</b> <ul style="list-style-type: none"> <li>You are unique</li> <li>Let it out!</li> <li>Uncomfortable feelings</li> <li>The confidence trick</li> <li>Do the right thing</li> <li>Making amends</li> </ul>	<b>Living in the Wider World</b> <b>Diverse Britain:</b> <ul style="list-style-type: none"> <li>Identities</li> <li>Communities</li> <li>Respecting the Law</li> <li>Local Government</li> <li>National Government</li> <li>Making a Difference</li> </ul>
Spring	<b>Growing Up</b> <ul style="list-style-type: none"> <li>Changing bodies</li> <li>Changing emotions</li> <li>Just the way you are</li> <li>Relationships</li> <li>Let's talk about sex</li> <li>Human reproduction</li> </ul>	<b>VIPs</b> <ul style="list-style-type: none"> <li>People we love</li> <li>Think before you act</li> <li>It's OK to disagree</li> <li>You decide</li> <li>Secrets</li> <li>False Friends</li> </ul>	<b>Money matters:</b> <ul style="list-style-type: none"> <li>Look after it!</li> <li>Critical consumers</li> <li>Value for money &amp; ethical spending</li> <li>Budgeting</li> <li>Borrowing &amp; saving</li> <li>Money in the wider world</li> </ul>
Summer			

## Religious Education (RE)

### Overview / Introduction

In R.E., children learn about and from religions and worldviews local, national and global contexts. This enables children to develop knowledge and understanding of the beliefs and practices of the diverse groups that make up our multi-cultural society, including non-religious groups. R.E. also provides an opportunity for children to discuss and ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Through R.E., pupils learn to express their personal beliefs, ideas, values and experiences while respecting the differences of others.

In Year 4, pupils have a weekly R.E. lesson. Throughout the year, they will cover six main topics. However, there will also be many opportunities to extend their learning into other areas through assemblies, visits and visiting speakers.

The main topics for each year are:

Term	Topic	
<b>Autumn</b>	<b>Eternity</b> <ul style="list-style-type: none"> <li>• Defining Eternity</li> <li>• Immortality</li> <li>• Heaven</li> <li>• Emancipation</li> <li>• Humanism</li> <li>• What is Eternity?</li> </ul>	<b>The Christmas Story</b> <ul style="list-style-type: none"> <li>• Key Events</li> <li>• Interpretation</li> <li>• Nativity Comparison</li> <li>• Gospel Evaluations</li> <li>• Advent</li> <li>• Celebrations</li> </ul>
<b>Spring</b>	<b>Creation Stories</b> <ul style="list-style-type: none"> <li>• Judaism and Christianity</li> <li>• Comparing Creation Stories</li> <li>• Hinduism</li> <li>• Sikhism</li> <li>• Types of Creation Stories</li> </ul>	<b>Free Will and Determinism – The Crucifixion</b> <ul style="list-style-type: none"> <li>• The Easter Story</li> <li>• Free Will or Determinism</li> <li>• The Life of Jesus</li> <li>• The Evidence</li> <li>• The Christian Belief</li> </ul>
<b>Summer</b>	<b>Humanism</b> <ul style="list-style-type: none"> <li>• World Views</li> <li>• Influential Thinkers</li> <li>• Humanist Thinkers</li> <li>• Main Beliefs</li> <li>• Symbols and Meaning</li> <li>• Living a Good Life</li> </ul>	<b>Justice and Freedom</b> <ul style="list-style-type: none"> <li>• What is Freedom?</li> <li>• What is Justice? Exploring Stories</li> <li>• Human Rights</li> <li>• Non-Violent Protest Movement</li> <li>• Which is More Important: Justice or Freedom?</li> </ul>

## Physical Education including Swimming (PE)

### Overview / Introduction

Physical Education (PE) provides a valuable and rewarding selection of activities (including weekly swimming at Robinson pool). PE can help to fulfil the pupils' educational journey as it helps them to work in teams, where they will explore different roles and activities, all working for a common achievement, as well as learning to develop and improve their own unique abilities.

Term	Games	P.E
Autumn	Swimming Rugby Hockey	Dance Invasion Games
Spring	Swimming Netball Football	Indoor Athletics Badminton
Summer	Swimming Athletics Cricket	Fitness Ball striking & fielding

## French

### Overview / Introduction

When a child learns a second language, they begin to absorb the mechanics of language. This can help to give them a better grasp of the complexities of English grammar, improve their listening skills and make them more effective communicators. In a multicultural society, it is important for children to learn about other countries, cultures and traditions. Learning another language can provide the perfect backdrop for exploring these things. It can also give children greater confidence to express themselves. At Bedford Greenacre Independent School, we teach key aspects of the language, in a fun and engaging way, from an early age to enable the children to embrace it fully.

Children in Year 5 will have a weekly French lesson. Throughout the year the children will follow a structured language programme to teach and promote confidence with basic vocabulary and phrases:

Term	Topic
Autumn	Introducing yourself Numbers revision Birthdays and dates Days of the week, colours, pencil case items We will also be practising translation skills
Spring	Pets and third person singular Appearance, clothes Sports Opinions
Summer	The school day School subjects Revision