

**Year Six**

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# Our Vision

Together we love learning and  
work as a team

# Our Mission

**Our ambitious curriculum fosters self-regulated learners who are resilient and inquisitive.**

**The Arts and physical activity, alongside creative academic experiences, enable every pupil to love learning in an active classroom environment.**

**Participation in our '#teamstanah' nurtures the confidence to challenge each other and collaborate with a Growth Mindset, whilst sharing in the success of all.**

**We thrive at Stanah because we come to school everyday!**

# Curriculum Intent

At Stanah, our curriculum is designed to enable our children to be prepared for the modern world; we aim to provide the appropriate cultural capital so they can become successful citizens in our community. Academic achievement, the arts and physical activities are at the core of our curriculum offer. The children at Stanah will be exposed to a wide range of texts to read; lessons will be creative in order to inspire and challenge our learners and we actively promote a vocabulary-rich environment. Our curriculum is inclusive for all learners, allowing them to explore ideas and ask purposeful questions.

# Global Learning Themes

Global Learning  
Themes



Global Learning Themes are key topical issues which are prevalent in today's society. At Stanah we have chosen four 'Global Learning Themes'. These are woven into our curriculum topics so that they are purposeful within our learning.

Global Learning  
Theme

Conflict Resolution



Global Learning  
Theme

Diversity



Global Learning  
Theme

Equal Rights



Global Learning  
Theme

Sustainability



Year 6												
Term	Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Theme	Blue Planet		The Endurance Expedition		Shakespeare		We are Year Six!		Titanic!		World War II	
Lead Subject	Geography		English		History		PSHE		History		Art	
Reading Genre	Narrative	Information Texts	Creative Fortnight	Auto-biography	Historical Fiction	Explanations	Narrative (first person)	Poetry	Adverts	Non-Fiction	Narrative	Play script
Key Text	Kensuke's Kingdom, by Michael Morpurgo	A range of information texts, inspired by David Attenborough.		Ernest Shackleton's Diary/ Shackleton's Journey, by William Goell	Macbeth, by William Shakespeare	A selection of explanation texts.	Aims	A range of personification poems	A selection of brochures for travel	Real life interviews	Letters from the Lighthouse by Emma Carroll	The year 6 play
Writing Genre	Narrative (Novel as a theme)	Information Texts		Auto-biography/ diary entry	Hybrid: persuasion, discussion, debate	Explanation Texts	First person narrative	Poetry	Persuasion – formal Review - informal	Narrative - dialogue	Letter	Performance
Outcome	To write a new chapter.	W4P: To write an information text about an invented marine animal.		To write an auto-biography in role as Shackleton.	To write a Courtroom drama, as the Judge, Prosecution and Defence.	To write an explanation text	To write a first-person flashback narrative based on Alma.	W4P: To write a "Recipe for" or "I am" poem.	To write a formal brochure travel review and an informal TripAdvisor review	To write a small narrative with dialogue of a moment in time onboard the Titanic	To write a letter back home set during WW2	To perform a play
Science	Evolution and Inheritance		Classification of animals		Exercise, Health and the Circulatory System				Light		Electricity	
History					Shakespeare's England, Henry VIII and Queen Elizabeth				The Events of the Titanic		World at War	
Geography	Climate zones, biomes, marine life						Using maps and atlases to identify countries; grid references and navigation					
Art	Drawing: exploring formal elements of line, shapes, tone and form through the work of Peter Randall-Page . Choosing a media to work in to represent an ape linked to evolution.		Art created to accompany Creative Writing fortnight				Mixed media: Creating self-portraits with free choices. Investigating the history of the silhouette, profile and expressing personality through art		Sculpture: using the Titanic as inspiration, create models of room settings  Investigate abstract art as a style to represent artworks of the Titanic and the formal element of space in a painting		Drawing: Sketching to represent form using charcoal and graphite using Henry Moore as inspiration along with the propaganda posters  Printing: Monoprinting to create wartime postcards and posters	
DT	Construction: Designing, building and testing a boat that floats.		Mechanisms: To programme a computer to control a product.								Construction: To design Blitz lighting, with an electrical component.	
Computing	Computing systems and networks – Communication and Collaboration		Data and Information – Introduction to spreadsheets		Creating media – web page creation				Programming B - sensing			
Music	Happy		Classroom Jazz 2		A New Year Carol		You've Got a Friend		Music and Me		Reflect, Rewind, Replay	
PSHE	Being Responsible – Coming home on time A World Without Judgement – British Values (Respectful)		Keeping/Staying Safe Cycle Safety (Adaptable)		Computer Safety – Image Sharing (Respectful)		Keeping/Staying Healthy – Alcohol Growing and Changing – Conception (Understanding)		The Working World In-App purchases (Ambitious)		Feelings and Emotions Worry Resilience	
Spanish	Phonetics 4 and Regular Verbs		At School		Planets				Healthy Lifestyles		Transition Unit	
PE	Dance Creative Games		Athletics Gymnastics		Invasion Games		Invasion Games		Striking and Fielding		Striking and Fielding	
RE	Hindu Dhama		Christianity: God		Christianity: Church		Christianity: Jesus		Buddhism		Islam	

## Year 6 Long-Term plan

### Key to Global Learning Themes:

Conflict Resolution

Diversity

Equal Rights

Sustainability

# Reading in Year Six

## Reading



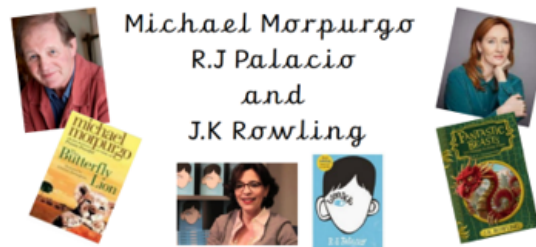
At Stanah, we actively promote the notion of 'Everyone is a Reader' and through our carefully designed curriculum, we provide an array of reading experiences to develop life-long reader's. This enables our pupils to foster a love of reading and therefore read for pleasure. As well as this, they will read across a range of subjects which deepens their knowledge. As a school, we recognise the importance of reading role models and value working in partnership with others including: reading with other classes in school, our local library, local authors and other partners to ensure reading remains a high priority in our school.

During the year, pupils in Year 6 will be exposed to a wide range of texts and selected class authors that are closely matched to our year group curriculum topics. Teachers make meaningful links through the 'Talk four Writing' process, ensuring pupils are able to: discuss and unpick features of a text; have the opportunity to practise reading using the 'Reader's Theatre' and make explicit vocabulary links using our 'Stanah Vocabulary' lesson to ensure our pupils are fluent and confident readers.

During the year, our Year 6 pupils will read and study the following texts as a whole class:

- Kensuke's Kingdom
- Somebody Swallowed Stanley
- Shackleton's Diary
- Macbeth
- Letters from the Lighthouse
- My Secret War Diary

## Year 6 Class Authors



Year 6: 50 Recommend Reads <https://www.booksfortopics.com/booklists/recommended-reads/year-6/>



# Writing in Year Six

Year 6												
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## Key Knowledge:

Successful narratives create settings, atmosphere and action, through description and dialogue.

Writer's use a range of techniques to describe settings, characters and atmosphere.

Writer's select vocabulary, language effects and sentence structures that show a good awareness of the reader and the intended effect.



# Talk for Writing at Stanah

Writing



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At Stanah, we have established a core reading collection, from which we implement our writing strategy: Talk for Writing. The process begins with the children internalising the structures and language features of the text type (Imitation) and moves through a transition from shared and guided writing (Innovation) to independent writing (Independent).

**Imitation** ⇒ **Innovation** ⇒ **Independent**

It is through this process that our children become creative and powerful writers.

A.  
P.  
E.

At the beginning of every unit of Writing, children will identify the Audience, Purpose and Effect of the text type. When children know the A.P.E, they will be able to make authorial choices which will meet their target audience, whilst achieving their intended purpose and effect. The A.P.E. will be returned to regularly and writing will be assessed against whether it has been achieved.



# Science at Stanah

Science



## Our Science Vision

At Stanah, we believe our children, as scientists, should explore, investigate and ask questions through stimulating, challenging, exciting, hands on and practical experiences, that encourages a deeper understanding of the real world.



Science is outstanding when:

1. Hands on – Practical, interactive, exploring
2. Ask ‘What if?’ questions
3. Scientific vocabulary
4. Real life links
5. Exciting resources and opportunities

**OUTSTANDING**



# Working Scientifically



## Asking questions

Asking questions that can be answered using a scientific enquiry.



## Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



## Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



## Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



## Recording data

Using tables, drawings and other means to note observations and measurements.



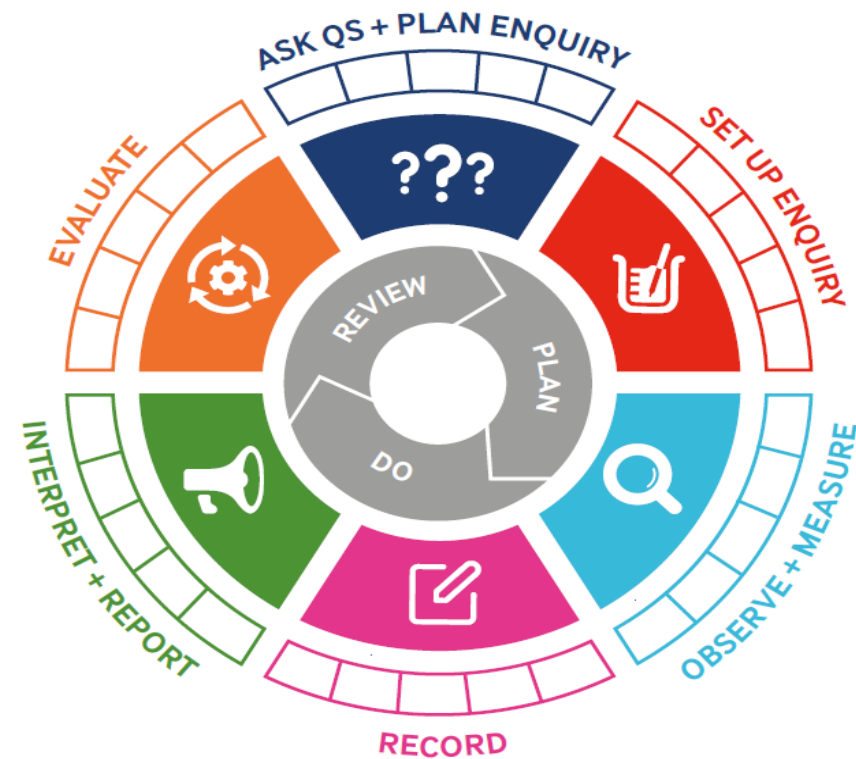
## Interpreting and communicating results

Using information from the data to say what you found out.



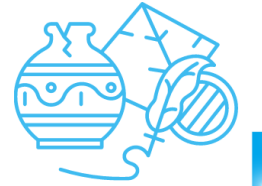
## Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



# History Substantive Concepts

Historical  
Concepts



At Stanah, we have selected four substantive concepts that are revisited throughout our History Curriculum. These concepts help us to make connections, draw contrasts, analyse historical information and devise historically valid questions.

Historical Concepts

Chronology  
Changes over time



Historical Concepts

Significance



Historical Concepts

Settlement



Historical Concepts

Invasion





## History in Year 6

Historical  
Concepts



Concept progression	Year 1	Year 2	Year 4	Year 5	Year 6
<b>Invasion</b>			The Romans	Invasion!	World War 2
<b>Significance</b>	Beatrix Potter	The Great Fire of London			Shakespeare and the Golden Age
		Castles and Dragons			Titanic
		Mission to the Moon – Neil Armstrong			World War 2

NC	Chronology Vocabulary
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in history.	pre-Classic, classic & post classic periods, 15th-17th Century (The Age of Discovery), post-war, interwar period, short- and long-term timescales, chronological order, era, period, CE, century, millennium

# Outdoor Education



## Exploring and Experimenting

- Antarctic endurance
- Borwick Hall

## Personal and Social Development

- Stories around the fire pit
- Playground games

## Academic Achievement

- Measurement – area and perimeter
- Drawing – formal elements

## Good Health and Wellbeing

- Pulse experiment
- Bikeability
- 'Golden Mile'
- Maypole dancing

## Environmental Responsibility

- Beach Clean – Rossall beach
- Litter picking

# Enrichment



<u>Term</u>	<u>Enrichment Opportunities</u>
<u>Autumn One</u> Blue Planet	Sea Life Centre – Blackpool Grandparents afternoon Fossils – dig site
<u>Autumn Two</u> The Endurance Expedition	Writing Fortnight
<u>Spring One</u> Shakespeare	Drama group
<u>Spring Two</u> We are Year Six!	Online Safety – Police Visit
<u>Summer One</u> Titanic	Bikeability Borwick Hall
<u>Summer Two</u> World War II	Y6 Leavers Performance