

CHERRY TREE PRIMARY SCHOOL CURRICULUM



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Who are we?	Where are we in place and time?	How does the world work?	How we express ourselves?	How we organise ourselves around the world?	How do we share the planet?
	LOCAL GEOGRAPHY AND HISTORY	HISTORY	SCIENCE	ART, D&T, MUSIC & DRAMA	GEOGRAPHY – COMPARISON STUDY	ENVIRONMENT – CROSS CURRICULAR
Year 6 Topic Focus	WHY WAS THE GRAND UNION CANAL BUILT?	HOW DID THE BRITISH EMPIRE GROW IN THE VICTORIAN TIMES?	HOW DOES LIGHT SAVE LIVES?	HOW WAS ARTWORK USED IN WW2 TO AFFECT CHANGE?	WHAT ARE THE BENEFITS OF LIVING BY THE SEA?	HOW POWERFUL IS THE SEA?
						

<p>Lines of Enquiry</p> 	<p>How has Industry in Watford changed over time? What businesses were important in Watford? What role has the building of the canals played in Watford's history? How and why were canals built? Why do so many people pass through our local area? Why do people live on canal boats? What are canals used for today?</p>	<p>How did people live in Victorian times? How did the British Empire grow? Who was part of the British Empire? What was the demise of the Empire? How were conditions improved for the lower classes? Who managed to bring about change for the better? Was Prince Albert a supportive husband? What was best invention of the Victorian era? How did electricity improve conditions? Were schools better in Victorian times?</p>	<p>How does light save lives? How does light travel? How does the eye work? Why do shadows have the same shape as the objects that caused them? How has light technology changed over time? Why were lighthouses built? Why are lots of lighthouses not used anymore? How is light used to improve health? How is radiation used to treat patients?</p>	<p>How are the arts used to affect mood? When and where was World War 2? How was music used in WW2 to improve morale? How was artwork used in propaganda? How did people 'make do and mend'? Are people more inventive in challenging times? (Links to current lockdown) Design and make purposeful products out of recycled or used materials/objects/textiles</p>	<p>What are the benefits of living by the sea in the UK? Where is Swanage? Why do people go on holiday to Swanage? What are the features of a UK seaside town? How has the landscape been shaped by the sea? What are the disadvantages of living by the sea? Is the seaside a happy prosperous place all year round? Why did more people go to the UK seaside in the past? At the Beach by Roland Harvey</p>	<p>Is it safe to live close to the sea? What is coastal erosion? How do tsunamis affect coastal regions? Why are coastal regions hit hardest by hurricanes? Why are the icecaps melting? Where is the weather the most extreme in the world? Who should pay for the destruction caused by natural disasters? Should we try to tame the weather?</p>
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<p>Reading to support topic learning</p> 	<p>Varmints by Helen Ward Pig heart boy by Malorie Blackman Northern Lights: His Darkest Materials by Philip Pullman The Lottie Project by Jacqueline Wilson Cogheart by Peter Bunzl Oliver Twist by Charles Dickens Gaspard the Fox by Zeb Soanes and James Mayhew</p>	<p>Where the Poppies Now Grow by Hilary Robinson Street Child by Berlie Doherty Seasons of Splendour by Madhur Jaffery Suffragette by David Roberts Twelve Minutes to Midnight by Christopher Edge Gaslight by Eloise Williams Son of the Circus by E.L Norry Rose Champion and the Stolen Secret by Lyn Gardner</p>	<p>Letters from the Lighthouse by Emma Carroll Lighthouse, a story of Remembrance by Robert Munsch The Bad Luck Lighthouse by Nikki Thornton Revisit - The Lighthouse Keeper's Lunch by Rhonda and David Armitage The King who Banned the Dark by Emily Haworth Booth How does a Lighthouse work by Roman Belyaev</p>	<p>Goodnight Mr Tom by Michelle Magorian <i>Picture book links to WW2</i> Letters from the Lighthouse by Emma Carroll The Lion & The Unicorn by Shirley Hughes Rose Blanche by Roberto Innocenti Our Castle by the Sea by Lucy Strange Carrie's War by Nina Bawden The Lion and the Unicorn by Shirley Hughes The Emergency Zoo by Miriam Halahmy Tail-End Charlie by Mick Manning</p>	<p>The boy that sailed the Ocean in an Armchair by Lara Williamson The Mousehole Cat By Antonia Barber One World by Michael Foreman Town is by the Sea by Joanne Schwartz Song of the Dolphin Boy by Elizabeth Laird The Secret of Spiggy Holes by Enid Blyton Town is by the Sea by Joanne Schwartz</p>	<p>Floodland by Marcus Sedgwick Dark Sky Park by Jesse Hodgson Earth Shattering Events by Robin Jacobs Flotsam by David Wiesner The Secret of Black Rock by Joe Todd-Stanton</p>
<p>Writing outcomes</p> 	<p>Fiction Genres Poetry – free verse Explanation</p>	<p>Recounts Report</p>	<p>Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere</p>	<p>Persuasion Discussion Structure Monologues</p>	<p>Consolidation of learning Take one book</p>	<p>Debating skills</p>

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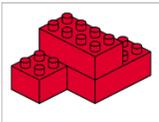


<p style="text-align: center;">Maths</p> 	<p>6LS1: Place value 6LS2: Multiply and divide by 10, 100, 1000 6LS3: Choosing effective Mental Calculation Strategies 6LS4: Problem solving for all 4 operations 6LS5: Application of Factors, Multiples and Primes 6LS6: Simplifying fractions 6LS7: Comparing and ordering fractions 6LS8: Adding and subtracting fractions</p>	<p>6LS9: Fraction and decimal equivalents 6LS10: Fractions, Decimals and Percentages 6LS11: Calculating Percentages 6LS12: Formal written method of multiplication 6LS13: Area 6LS14: Formal written method of short division 6LS15: The properties of 2D and 3D shape</p>	<p>6LS16: Algebra and order of operations 6LS17: Formal written method of long division 6LS18: Exploring the relationship between area and perimeter 6LS19: Recognising and finding angles 6LS20: Reflection and translation of shapes 6LS21: Multiplying fractions 6LS22: Dividing fractions 6LS23: Fraction problem solving</p>	<p>6LS24: Ratio and Proportion 6LS25: Volume 6LS26: Measures 6LS27: Interpreting line graphs and pie charts 6LS28: Algebra and Sequences</p>	<p>6LS29: Calculating and interpreting mean averages 6LS30: Application of previous learning 6LS31: Application of known facts and key calculation strategies</p> <p style="text-align: center;">Any remaining time before SATs should be used to consolidate key learning</p>	<p>POST SATs 6LS32: How to construct pie charts 6LS33: Understand how different statistical representations can lead the reader. Choose and construct appropriate statistical representations according to information 6LS34: Further Algebra 6LS35: Financial Maths and Enterprise 6LS36: Maths Preparation for KS3</p>
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<p>History</p> 	<p>A significant turning point in British history A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Why was the Grand Union Canal built? How has the use of canals changed over time?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The changing power of monarchs using case studies such as Victoria How did the British Empire grow? What impact did Queen Victoria have on the social conditions of the UK?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 How does light save lives? How is light used in the medical profession? Lasers, radiation</p>	<p>A significant turning point in British history - the Battle of Britain</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Leisure & entertainment at the seaside Changes in an aspect of social history, leisure and entertainment in the 20th Century</p>	
<p>Geography</p> 	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – Grand Union Canal & other water ways Use fieldwork to observe, measure record and present the human and physical features in the local area</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – British Empire map</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/ Greenwich Meridian & time zones (including day & night) Tilt of the Earth</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – WW2 maps</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Swanage – life in a seaside town Why do people like to live by the sea? Complete on school journey</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

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<p style="text-align: center;">Art & Design</p> 	<p>Create sketch books to record observations and use them to review and revisit ideas – Canal art</p>	<p>Learn about great artists, architects and designers in history Revisit William Morris Choose and use different mediums to produce William Morris inspired artwork including collage</p>	<p>Photography – capturing light in different ways Learn about great artists, architects and designers in history – Visit from photographer</p>	<p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great artists, architects and designers in history – WW2 propaganda & Henry Moore War shelter pictures Design and create persuasive posters</p>	<p>Create sketch books to record observations and use them to review and revisit ideas Learn about great artists, architects and designers in history – Seascapes & coastal artists eg Turner, Richard Dack or Amanda Hoskin</p>	<p>Learn about great architects and designers in history – coastal defences Living with a changing coast project Building to withstand hurricanes</p>
<p style="text-align: center;">Design & Technology</p> 	<p>Understand and use mechanical systems in their products – gears & Cams How do locks work?</p>	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Research, design and make a game using electrical circuits</p>	<p>Investigate and analyse a range of existing products – games that use lights, torches, lasers & light shows</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities – Textiles Make do and mend</p>	<p>Links to art enquiries above</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Production props</p>

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<p style="text-align: center;">Science</p>	<p>THE HUMAN BODY Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>ELECTRICITY Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. How has the invention of electricity improved life?</p>	<p>LIGHT Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>CLASSIFICATION Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. How can we classify living things in our school environment?</p>	<p>ADAPTATION Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. How do plants and animals adapt to live by the coast?</p>	<p>ADAPTATION Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Where do we find evidence of life from the past in the environment?</p>
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<p style="text-align: center;">Music</p> 	<p>Use and understand staff and other musical notations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – Victorian music hall traditions & Elgar Enigma variations</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – Evard Grieg, Peer Gynt – Morning Mood (The rising sun)</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – WW2 songs Big Band & Swing</p>	<p>Develop an understanding of the history of music – Songs inspired by the seaside</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – School Production</p>
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<p style="text-align: center;">Computing</p> 	<p>Coding <u>Links</u> Using apps, explore the inside of the human body in order to gain an understanding of the inner workings of the body. Using presentation or video editing software, produce presentations on the human body. Using digital archives, explore the significance of the Grand Union Canal to the local area and contextualise the Canal in the wider UK</p>	<p>Online safety Spreadsheets <u>Links</u> Using archives, explore the information that we have about the British Empire. Explore Victorian era maps and use services such as Google Maps to gain an understanding of the scale of the British Empire at the height of the Victorian period. When revisiting electricity, explore in greater detail the role of electricity in the hardware of computers and perhaps understand on a very fundamental level how electricity allows a CPU to function correctly.</p>	<p>Spreadsheets Blogging <u>Links</u> Explore archives from around the world that have information about lighthouses. Use 3D modelling software to design their own 21st century lighthouse to bring the idea of a lighthouse up to date. Explore lighthouses around the world using Google Maps or Google Earth. Explore the workings of an X Ray machine using resources such as How Stuff Works. Create an interactive presentation and/or video related to how an X Ray machine functions. Use simple coding to produce a light show or a light toy (using a piece of</p>	<p>Blogging Text adventures <u>Links</u> Using archival materials from National Archive digital archives and digital drawing and publication software and apps, children could produce their own WW2 propaganda posters. Using 2Connect on PM, children could mind map to a greater depth about the emotional effects certain WW2 posters have on them. Linking into the Computing topic about blogging, children could produce an informative blog about WW2 artwork and propaganda.</p>	<p>Networks Quizzing <u>Links</u> On returning from their school journey and linking into their Computing concept of quizzing, children can produce their own quizzes about what they have learnt about Swanage during their trip. Linking to their school journey to Swanage, children could produce a presentation about their activities to deliver to the rest of the school in an assembly about what they have learnt.</p>	<p>Quizzing Binary (optional unit) <u>Links</u> Children to use 3D modelling apps and digital drawing apps to design ideas for props for the school production. In their music to supplement their understanding, children could be set work at home to produce their own melodies and beats using 2Melody and 2Beats on PM.</p>
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			hardware such as a micro:bit or a Raspberry Pi)			
<p>Physical Education</p> 	<p>Handball Daily Mile Outdoor Learning</p>	<p>Fitness & Circuits Training: Stamina, Speed, Agility Daily Mile Orienteering</p>	<p>Tennis Daily Mile</p>	<p>Golf Daily Mile Gymnastics</p>	<p>Cricket Athletics Daily Mile Outdoor Learning</p>	<p>Rounders Athletics Daily Mile Outdoor Learning</p>
<p>SPANISH</p> 	<p>Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>	<p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p> <p>Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>	<p>We recognise that Yr 6 is a particularly full year, and that the pressures of assessments in Literacy and Numeracy often make it difficult to devote as much time to Spanish at various points in the year. In addition, there are other calls on Yr 6 time, including final plays / productions and often residential trips in the summer term. For that reason we have allowed the material from the Spring Term to be spread flexibly across these two terms.</p>			

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	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>PSHE</p> 	<p>Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>