

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. The long-term mapping details the sequence of learning in each subject, the key themes, how reading and literacy are developed, how our personal development curriculum is embedded and the key assessment strategies to ensure that staff and pupils know the security of learning. The curriculum is planned with ambition for all learners at its core and those with additional needs are empowered to succeed. Pupils learn about the influence of significant people both in history and in the modern world so that they develop an appreciation of the world in which they are living. Detailed medium-term planning is produced for effective implementation and consistency giving teachers the understanding of why learning happens when it does, what pupils should already know, how they will build on this learning and the required end-points (in terms of knowledge, skill and understanding).

Subject	Autumn	Spring	Summer
<p>Personal Development</p> <p>(2 hours)</p> <p><i>The curriculum is delivered through weekly assembly and form time sessions.</i></p>	<p>Assembly Themes including:</p> <ul style="list-style-type: none"> Democracy in action; Will there ever be world peace?; Sustainability in our school; Dealing with our emotions; Firework safety; Building bridges not wall... Armistice Day; Anti-bullying – being generous and showing courage; Advent <p>Character Education:</p> <ul style="list-style-type: none"> Courage Generosity <p>Skills Builder:</p> <ul style="list-style-type: none"> Speaking Listening 	<p>Assembly Themes including:</p> <ul style="list-style-type: none"> Aiming High/Aspirations; Lunar New Year; Holocaust Memorial Day; Diversity and Inclusion; Safer Internet Day; Love in Literature; Lent; National Careers Week; Red Nose Day; Earth Hour; Easter Story <p>Character Education:</p> <ul style="list-style-type: none"> Justice Humility <p>Skills Builder:</p> <ul style="list-style-type: none"> Aiming high Staying Positive 	<p>Assembly themes including:</p> <ul style="list-style-type: none"> William Shakespeare; Interrogating integrity; Islam’s holiest day; Florence Nightingale; Mary Seacole; Protected Characteristics: The Equality Act; Biodiversity; Caring for others; Magna Carta; Alan Turing’s Example; Was Henry VIII a good leader?; Skills Builder <p>Character Education:</p> <ul style="list-style-type: none"> Integrity Honesty <p>Skills Builder:</p> <ul style="list-style-type: none"> Creativity Leadership
<p>PSHE/RSE</p> <p>(2 hours)</p>	<p>Living in the wider world</p> <ul style="list-style-type: none"> Shared responsibility Community <p>Relationships</p> <ul style="list-style-type: none"> Friendships and close positive relationships 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Mental health Healthy lifestyles Ourselves: growing and changing Keeping safe 	<p>Relationships</p> <ul style="list-style-type: none"> Friendships Managing hurtful behaviour Bullying Media literacy Digital resilience

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

	<ul style="list-style-type: none"> • Safe relationships • Respecting self and others 		Living in the wider world <ul style="list-style-type: none"> • Economic wellbeing • Aspirations • Careers • Finances
Reading – key texts (Whole class reading sessions)	<p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>	<p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>	<p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>
Art (2 hours)	Cubism <ul style="list-style-type: none"> • Being inspired by a famous artist’s work • Creating their own design of a Cubism face • Taking their drawing into a 3D sculpture/relief 	Pop Art <ul style="list-style-type: none"> • Understanding the work of Andy Warhol • Creating their own artwork in the style of that artist – a pop art tin can label • Graphical link to typography 	Observational drawing <ul style="list-style-type: none"> • Appreciating and being inspired by the work of Sarah Graham • Creating their own artwork in the style of that artist • Taking photographs of sweets linking to the artist’s work
Computing (2 hours)	Computer Systems and Networks <ul style="list-style-type: none"> • Introduction to school systems • Bletchley Park • Secret Messages • Code Breaking • Historical Heroes Creating Media <ul style="list-style-type: none"> • CAD modelling 	Programming 1 <ul style="list-style-type: none"> • Variables • Operators • Designing and making a calculator Programming 2 <ul style="list-style-type: none"> • Game making • Sprite movement • Scoring systems 	Data and Information <ul style="list-style-type: none"> • QR Codes • RFID • Collecting and presenting data

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

	<ul style="list-style-type: none"> • Simple websites • Video editing 	<ul style="list-style-type: none"> • Extending to multi-level games 	
	<p>Digital Citizenship</p> <p>Throughout the year, pupils will focus on fundamental themes such as: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security; copyright and ownership.</p>		
<p>English (13 hours)</p>	<p>Reading</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Discuss and evaluate how authors use languages, including figurative languages, considering the impact on the reader • Retrieve present and present information from non-fiction • Provide reasoned justifications for their views. • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet <p>Writing</p> <ul style="list-style-type: none"> • Narrative – setting description • Recount • Informal letter • Explanation text 	<p>Reading</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction. • Provide reasoned justifications for their views. • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet <p>Writing</p> <ul style="list-style-type: none"> • Balanced argument • Writing in role • Continuing a narrative • Narrative - setting description 	<p>Reading</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Compare between texts. <p>Writing</p> <ul style="list-style-type: none"> • Biography • Writing in character – diary • Persuasive letter • Descriptive writing – setting description • Narrative – based on maps or labyrinths

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

	<p>Grammar, punctuation and spelling New Learning</p> <ul style="list-style-type: none">• Active and passive voice to affect the presentation of information.• Standard English - formal and informal speech and writing.• Linking ideas across paragraphs using cohesive devices such as repetition of words, adverbials and ellipsis.• Prefix, suffix, root words and word families <p>Revisit Prior Learning</p> <ul style="list-style-type: none">• Adverbials• Apostrophes• Subordinating conjunctions (AWHITEBUS)• Co-ordinating conjunctions (FANBOYS)• Revision of all Y3, Y4 and Y5 content including:• Word classes	<p>Grammar, punctuation and spelling New Learning</p> <ul style="list-style-type: none">• Colon, dashes and semi colon to mark the boundary between independent clauses.• Layout devices to structure a text. <p>Revisit Prior Learning</p> <ul style="list-style-type: none">• Direct and reported speech punctuation.• Punctuation for impact on the reader.• Determiners.• Prepositions of movement, place and time. <p>Handwriting</p> <ul style="list-style-type: none">• Choosing which shape of a letter to use when given choices.• Choosing when and when not to join specific letters.• Continual practice to write legibly, fluently and with increasing speed in joined handwriting. <p>Spoken Language:</p> <ul style="list-style-type: none">• Regular opportunities for repeated oral reading.• Library visits to discuss fiction, non-fiction and poetry with peers and adults.	<p>Grammar, punctuation and spelling New Learning</p> <ul style="list-style-type: none">• Subjunctive form.• Punctuation of bullet points. <p>Revisit Prior Learning</p> <ul style="list-style-type: none">• Revision of all UKS2 content and application ahead of the transition to KS3. <p>Handwriting</p> <ul style="list-style-type: none">• Choosing which shape of a letter to use when given choices.• Choosing when and when not to join specific letters.• Continual practice to write legibly, fluently and with increasing speed in joined handwriting. <p>Spoken Language:</p> <ul style="list-style-type: none">• Regular opportunities for repeated oral reading.• Library visits to discuss fiction, non-fiction and poetry with peers and adults.
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Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

	<p>Handwriting</p> <ul style="list-style-type: none">• Choosing which shape of a letter to use when given choices.• Choosing when and when not to join specific letters.• Continual practice to write legibly, fluently and with increasing speed in joined handwriting. <p>Spoken Language:</p> <ul style="list-style-type: none">• Regular opportunities for repeated oral reading.• Library visits to discuss fiction, non-fiction and poetry with peers and adults.		
<p>French (2 hours)</p>	<p>Ma Famille</p> <ul style="list-style-type: none">• Family members• Name and age• Hair and eye colour• Size• Personality• Pets• Colours• Grammar: Avoir (first and third person); Il y a/Il n'y a pas de; etre (first and third person); adjectival agreement	<p>Sports and hobbies</p> <ul style="list-style-type: none">• Opinions• Sports• Jouer au• Er verbs• Negatives – ne... pas• Faire du/de la• Opinions and infinitives• Grammar: opinions, jouer, er verbs, faire, opinions and infinitives, time phrases, conjunctions	<p>Body parts and description</p> <ul style="list-style-type: none">• Body parts• Plurals• Avoir and body parts• Illness• Descriptions• Opinions and reasons• Grammar: avoir, first and third person, plurals, J'ai mal au/ a la/ aux, opinions and reasons, articles, etre (first and third person)
<p>Geography (2 hours)</p>	<p>The United Kingdom</p> <ul style="list-style-type: none">• Build upon pupils' own knowledge of their home nation• Consider the different landscape features• Understand the physical and human processes that make up life in Great Britain and Northern Ireland	<p>Scandinavia</p> <ul style="list-style-type: none">• Pupils are given the opportunity to experience a learning journey to Scandinavia• Explore the location, features and culture of Norway, Sweden and Denmark	<p>Rivers</p> <ul style="list-style-type: none">• Understand the journey of a river and why this journey takes place• Understand processes that take place in rivers such as erosion, deposition and transportation and what causes these processes to take place

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

	<ul style="list-style-type: none"> Graph and chart interpretation Choropleth maps (rainfall) 	<ul style="list-style-type: none"> Discover how the climate differs in various areas of Scandinavia and European regions spectacular landscape scenery Learn about lifestyle and culture of Scandinavian countries Examine how areas of UK and Scandinavia and similar and different Analyse the physical geography of and begin to understand the formation of physical features such as glaciers and fjords. 	<ul style="list-style-type: none"> Explore the effects river processes can have such as the formation of meanders, ox-bow lakes and waterfalls Consider why rivers are essential to society, but also the impact they can have on humans Investigate the importance of the River Tyne and its local significance to the area. <p>Sustainability</p> <ul style="list-style-type: none"> Develop the fieldwork skills of pupils in a geographical and local context Gain an awareness of different sustainability issues Field investigation based around the school grounds, and in Hexham itself. Collate, analyse, and interpret data to answer their own proposed hypothesis
<p align="center">History</p> <p align="center">(2 hours)</p>	<p align="center">World War II</p> <ul style="list-style-type: none"> Gain an understanding of the causes of WWII Gain an understanding of impact of war on the home front and the increasing role of government. Identify causes and how they contributed to beginning of WWII Pupils will begin to link the causes together – building the web of cause 	<p align="center">Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Explore the reasons why the Vikings settled in Britain Understand the consequences of their emergence. Explore the changes that the Vikings brought to the country Develop an understanding of key individuals within history and what role they play in defining key events 	<p align="center">Local history enquiry – Border Reivers</p> <ul style="list-style-type: none"> Study of local history Study the Border Reivers and the impact they had on the local area Understand the daily lives of the Reivers Explore the ‘Border Ballads’ Analyse the importance of the Reivers on the local area
<p align="center">Maths</p>	<p align="center">Place Value</p>	<p align="center">Geometry</p>	<p align="center">Geometry</p>

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

<p>(12 hours)</p>	<ul style="list-style-type: none">• Multiples of 1000, numbers to 1,000,000, negative numbers, rounding numbers to nearest decimal or whole number <p>Calculations</p> <ul style="list-style-type: none">• Addition and subtraction of whole and negative numbers, introduction to algebra through missing numbers, bar models and problems, Recap factors, multiples, and primes <p>Fractions</p> <ul style="list-style-type: none">• Finding equivalent fractions, simplifying fractions, addition and subtractions of fractions with different denominators, addition and subtraction of mixed numbers <p>Calculations</p> <ul style="list-style-type: none">• Short and long multiplication, short division, long division, link to algebra through missing numbers, bar models and word problems <p>Fractions</p> <ul style="list-style-type: none">• Multiplication and division of fractions• Finding fractions of amounts and finding the whole	<ul style="list-style-type: none">• Area and perimeter of shapes, volume of cuboids <p>Decimals and Percentages</p> <ul style="list-style-type: none">• Linking fractions, decimals, and percentages, calculating with decimals and percentages <p>Ratio</p> <ul style="list-style-type: none">• Understand what ratio means, compare ratio and fractions, solve problems involving ratio, understand scale and how to use scale to scale something up or down <p>Algebra</p> <ul style="list-style-type: none">• Understand what an expression and an equation is, know that equations must balance, begin to use algebraic notation <p>Geometry</p> <ul style="list-style-type: none">• Construction of shapes, angles within shapes, nets of 3D shapes, know properties of a circle, missing angles and reasoning	<ul style="list-style-type: none">• Position and direction on all four quadrants <p>Statistics</p> <ul style="list-style-type: none">• Interpreting graphs, charts, and timetables, construct simple pie charts• find and interpret the mean value <p>Ready to Progress Learning</p> <ul style="list-style-type: none">• Ready to progress criteria through investigations and problem solving – this focuses on consolidating fundamental learning ready for the KS3 curriculum. <p>Year 7 Transition</p> <ul style="list-style-type: none">• Secure understanding of multiples, factors, primes, equivalent fractions and corresponding decimals and percentages, secure formal calculations methods, understanding of shape, introduction to calculator skills
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<p align="center">Music</p> <p align="center">(2 hours)</p>	<p>A Journey Through Space</p> <ul style="list-style-type: none"> Sequences – understanding their construction, impact and creating new sequences Repetition and variation in music Creating longer themes Controlling a range of musical elements in composition – working beyond melody Performance 	<p>Time keeping</p> <ul style="list-style-type: none"> Time signatures and how to comply with them consistently Pulse and subdivision Tempo v note values Conducting and beginning ensemble skills Exploring variation in rhythmic patterns <p>Keyboard layout</p> <ul style="list-style-type: none"> Performance Using Sharps, Flats & Naturals Playing parts in time, including 6/8 5/4 	<p>Pulse, Accent and Pentatonic Scales</p> <ul style="list-style-type: none"> Group composition Using pulse and accented beats Ostinatos Improvisation using Pentatonic scale
<p align="center">PE</p> <p align="center">(4 hours)</p> <p><i>(Due to groupings and facility access, some classes may do sports in different terms)</i></p>	<ul style="list-style-type: none"> Netball Run 4 Fun – Cross Country Lacrosse Football Outdoor and Adventurous Activity 	<ul style="list-style-type: none"> Badminton Gymnastics Netball 	<ul style="list-style-type: none"> Athletics Cricket Global Sports
<p align="center">RE</p> <p align="center">(1 hour)</p> <p><i>The RE curriculum is based on the locally-agreed syllabus.</i></p>	<p>Jews</p> <ul style="list-style-type: none"> Knowledge and understanding of Jewish worship How belonging to a community affect actions? Why are rituals important? 	<p>Stories of the Bible</p> <ul style="list-style-type: none"> Significant Biblical stories Naomi, Ruth, Daniel, Parable of the Lost Sheep, St Paul Influence of the stories on Christians today 	<p>Buddhists</p> <ul style="list-style-type: none"> The life and teachings of Buddha The Eightfold Path and how it links to the Four Nobles Truths Concepts of karma and dukkha Beliefs and reincarnation

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Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

<p align="center">Science</p> <p align="center">(5 hours)</p>	<p>Organisms:</p> <ul style="list-style-type: none"> • The function of the heart of circulatory system • The digestive system • Healthy lifestyle, including diet, drugs and smoking <p>Waves:</p> <ul style="list-style-type: none"> • How light travels, how we use light to see • Reflection and uses of reflection. • Shadow formation • The colour spectrum 	<p>Electromagnetism:</p> <ul style="list-style-type: none"> • Electricity and its dangers • Making Circuits and circuit symbols • Measuring current • Developments in electricity e.g. the work of Edison and Swan <p>Ecosystems:</p> <ul style="list-style-type: none"> • Classification of living things into broad groups (plants and animals) • The work of Carl Linnaeus • Using and constructing classification keys • Investigating the growth of microorganisms 	<p>Genes:</p> <ul style="list-style-type: none"> • Inherited and acquired characteristics • Environmental adaptations • Evolution of characteristics • Fossil formation and the work of Mary Anning <p>Working scientifically</p> <ul style="list-style-type: none"> • Throughout the year, pupils will engage with working scientifically through practical science, planning, conducting and evaluating investigations, conducting fair tests, understanding variables and will make close links to maths through statistical analysis and presenting data.
<p align="center">Technology (including design and food technology)</p> <p align="center"><i>Children work in groups of 15 (half a class) and spend 1.5 terms in design technology and 1.5 terms in food technology</i></p> <p align="center">(2 hours)</p>	<p>Structures: Playground Design</p> <ul style="list-style-type: none"> • Design a playground featuring a range of structures • Consider effective and ineffective design structures • Measuring, marking and cutting wood • Identifying what makes an effective structure and testing/adapting a design 	<p>Automata</p> <ul style="list-style-type: none"> • Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement • Understanding how linkages change the direction of a force • Making things move at the same time • Understanding and drawing cross-sectional diagrams to show the inner-working <p>Health and Safety</p> <ul style="list-style-type: none"> • Hygiene and safety in the kitchen • Using the hob safely and the oven independently • Personal hygiene • Using different pieces of equipment safely 	<p>Technical Skills</p> <ul style="list-style-type: none"> • Spreading • Mixing and rubbing in • Creaming • Dividing, shaping, cutting and rolling • Boiling • Bridge hold and claw grip • Stirring • Glazing • Grating • Peeling • All in one • Knife skills <p>Making</p> <ul style="list-style-type: none"> • Fruit salad

Hexham Middle School

Year 6 Curriculum

RESPECT. ENGAGE. ASPIRE.

			<ul style="list-style-type: none">• Cheese scones• Cous cous salad• Savoury muffins• Soda bread• Rock buns• Sweet muffins
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