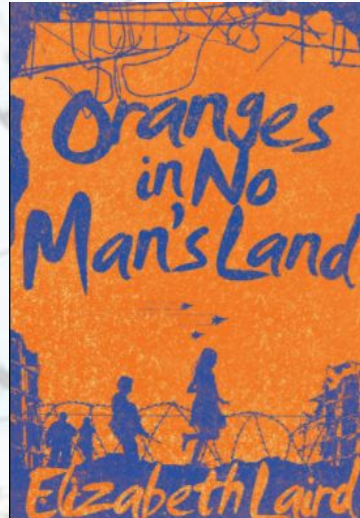




Be all you can be
Hayes School

Year 6 Curriculum Plan: Autumn 2023

The Big Question: How is war seen through the eyes of a child?



Responsibility Success Aspirations Resilience Discovery Friendship



At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.

Learning Experience

Context and Outcome

This learning experience focuses on developing compassion and empathy towards mankind. Children raise money for a charitable cause, Save the Children, through hosting their own art exhibition. This learning experience will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art in the form of a human eye sketch, depicting a scene of war reflected in the iris.



Curriculum Questions

BIG Question

How is war seen through the eyes of a child?

Art Questions

How are eyes portrayed within art?

How can tone, depth and effect be created through shading?

How can an eye be created through sketching?

How can scenes of war be reflected through the eye?

How can a first draft be improved through peer critique?

PSHE Questions

What are our human rights?

Why do refugees leave their homes?

How can we make a difference to the lives of refugees?



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Year 6: Autumn 1 2023

ENGLISH

In English we will be reading and analysing the story, *Oranges in No Man's Land* by Elizabeth Laird. Based on the story, we will be writing a setting description, a conversation between two key characters and a diary account from another perspective.

We will also be reading the non-fiction book - *Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions* by Michael Rosen & Annemarie Young to accompany our novel; the poem - *We Refugees* by Benjamin Zephaniah and the picture book - *The Day War Came* by Nicola Davies and Rebecca Cobb.

MATHS

In maths, we will begin the year by focusing on place value, understanding the value of digits in numbers up to ten million. Children will be able to order and compare any number, including negative numbers. Also, they will consolidate their understanding of rounding.

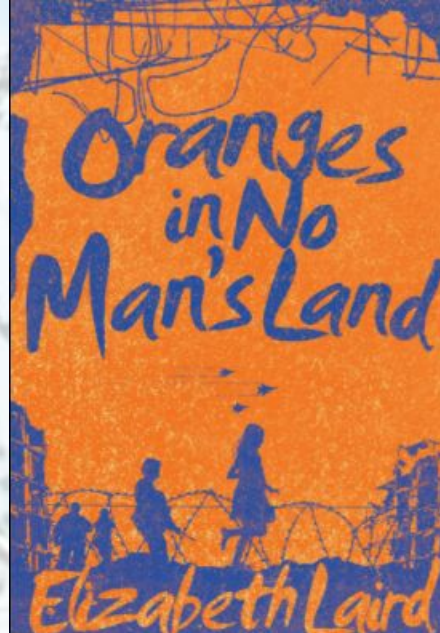
Moving forward from place value, children will develop their understanding of the four operations (addition, subtraction, multiplication and division). They will practise the most efficient method for solving problems- column addition and subtraction; long multiplication and short division.

English- Texts

Main text:

Oranges in No-Man's Land by Elizabeth Laird

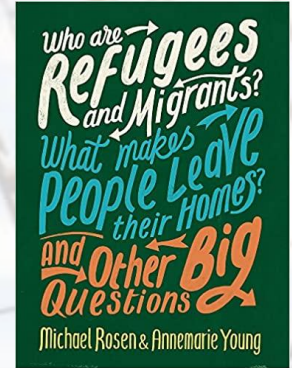
Young children are the innocent victims of war and Ayesha is no exception. With her father abroad looking for work and her mother killed in a rocket attack, Ayesha and her young brothers find themselves refugees in a bombed out flat in Beirut with only an elderly grandmother to care for them.



Supporting texts:

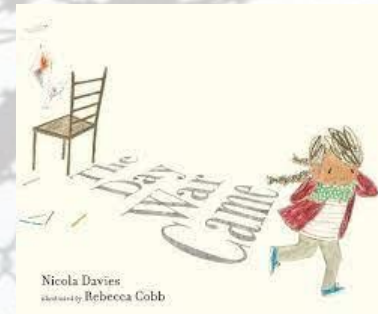
Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions

Michael Rosen & Annemarie Young



We Refugees (Poem) Benjamin Zephaniah

The Day War Came Nicola Davies and Rebecca Cobb



Key vocabulary

Key words from the text	
Beirut	Capital city of Lebanon, which was divided into two parts: East Beirut and West Beirut.
Civil War	A war between the citizens of the same country.
No-man's land	Dangerous, waste land separating two opposing sides.
Militia	Military force that is raised from the civil population to supplement a regular army in an emergency.
Key words from main driver: Art	
Hyper-realism	A piece of art designed to look like a photograph.
Tone	The graduation between light and dark
Contrast	Strikingly different
Hatching	A mark making technique
Key words from supporting driver: PSHE	
Asylum Seeker	A person who leaves their country, enters another country and applies to live permanently in this other country.
Refugee	A person who has been forced to leave their country to escape war, persecution, or natural disaster.
Migrant	A person who moves from one place to another, especially in order to find work or better living conditions.

Maths- models and images

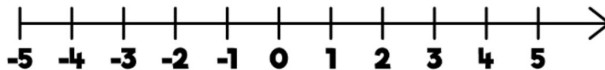
Place Value

- Understand the value of numbers up to ten million
- Compare and order any number (including negative numbers)
- Round any number up to ten million

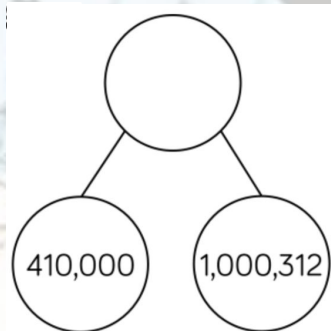
Place Value Chart

M	HTh	TTh	Th	H	T	O
●		●● ●●	●	●● ●	●	●●

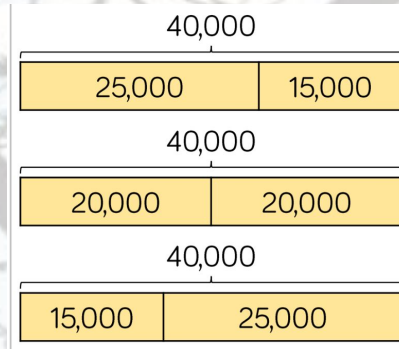
Number line (including negative numbers)



Part Whole Model



Bar Model

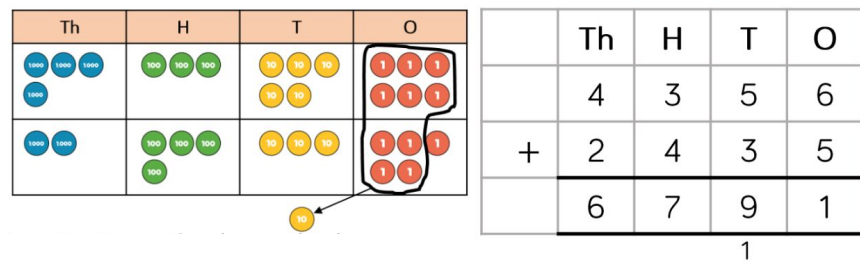


Maths- models and images

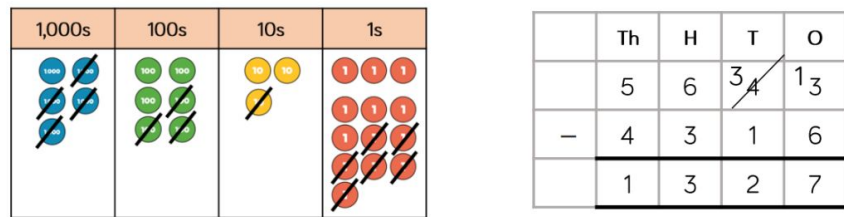
Four Operations

- Add and subtract integers.
- Multiply a 4 digit number by a 2 digit number.
- Use short division to divide four digit numbers by 1 and 2 digit numbers.

Column Addition (with place value chart support)



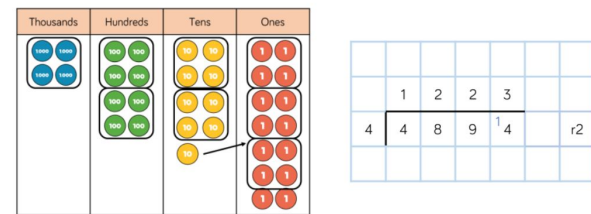
Column Subtraction (with place value chart support)



Long Multiplication

		3	2	5	0	
×				2	6	
	1	9	5	0	0	(3,250 × 6)
	6	5	0	0	0	(3,250 × 20)
	8	4	5	0	0	

Short Division





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Year 6: Autumn 1 2023

Driver Subject: ART

The outcome of this learning experience is an art exhibition showcasing the children's final designs and selling their designs to raise money for Save the Children.

The children will begin this unit by making observations of how eyes are depicted throughout art. They will then practise sketching eyes and peer critique to improve their sketches. After learning about the Lebanese war, the children will then design a scene to depict the civil war, which will be reflected in the iris of their final design.

The children will come to learn how war is seen through the eyes of a child.

Supporting Driver Subject: PSHE

A main aim of this learning experience is to develop the children's compassion towards mankind.

As part of this, in PSHE, the children will learn about the reasons why people have to flee their homes including war, famine and terror. The children will come to learn key vocabulary including migrant, refugee and asylum seeker. Following this, children will begin to understand what a human right is by exploring the Declaration of Human Rights. They see make judgements on whether refugees are denied any basic human rights.

Finally, the children will see how they can make a difference to the lives of refugees around the world.



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Year 6: Autumn 1 2023

SCIENCE

Working scientifically - light

- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- iii. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- iv. using test results to make predictions to set up further comparative and fair tests
- v. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

COMPUTING

Online safety

Blogging

This half term, the children will be using the Purple Mash tool 2 Blog, so that they can learn the basic principles of creating and maintaining a blog in a controlled and safe environment. They will learn how to plan, create and present their own blog.

MUSIC

For the first half term, the children will *listen to and critique* western classical music, such as Tchaikovsky's 1812 Overture & more modern compositions, such as Anna Meredith's 'Connect it'. They will also learn to *compose* their own 8 or 16 beat melodic phrases using a pentatonic scale (C,D,E,G,A), recording these on a staff using formal notation. On the marimbas and steel pans, the children will begin to learn their first, more challenging, piece (decided by the children from a selection) that will be *performed* in their Leavers' Show at the end of the year.



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Year 6: Autumn 1 2023

R.E

Children will learn about the Christian story of creation from Genesis one and will use their learning to consider how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

PSHE/SRE

Tax, banks and entrepreneurship

Children will learn why we pay it, when and what it is for and why we pay National Insurance. The pupils will have learned or achieved the following by the end of the lesson:

- that money is one factor which may influence a person's future;
- how the Bank of England keeps inflation low;
- how balancing saving and spending helps to maintain financial stability.

P.E. - Gymnastics

The children will practise and perform with control and accuracy a range of actions and balances needed for sequences. They will also adapt actions and balances so that they can be performed in sequence with a partner and in a small group. Children will be encouraged to choose some warm-up activities that help to condition their body for the sequence and to choose aspects of the performance to work on that need improvement.

MfL (French)

Phonetics 1-3: In the first few lessons, the children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons is accompanied by a song that pupils will be encouraged to actively participate in.

At School: In this unit, pupils will learn the nouns and determiners/definite articles for ten school subjects in French. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time and on which day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.