



Year 6 Curriculum Overview

@ACE

THE ACE Curriculum 2020

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our three Christian values at its heart. **This document will only give you a “taster” of what we are covering and we would encourage those who want to find out more about the ACE curriculum to ask at school.**

It is bespoke to the needs of the pupils at Arundel Church of England Primary School (ACE), not only by focussing on appropriate subject specific conceptual and factual knowledge, skills and understanding as set out in the National Curriculum, but also by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility, and the emergence of encouraging children to see beyond their own horizon. Plato describes seeing beyond the horizon in his allegory of the cave (Republic, 514a – 519c).

At ACE our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing learning experiences and raising awareness, from the local area to national and global arenas. We use **our local area** to drive hands-on learning and allow the pupils **to make connections between the local and national environments**, developing knowledge and applications of key concepts. Thus, we develop outward looking pupils who are able to engage in learning about themselves, their European and global neighbours and develop an understanding of the wider world and its complex cultures.

Ultimately our curriculum intention is to:



- Develop head and body: What we learn
- Develop heart and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Curriculum Implementation:

Through excellent 'quality first' teaching of knowledge, skills and vocabulary across core and foundation subjects, all children are challenged to be inquisitive, compassionate, courageous and creative learners. Opportunities are planned to influence their own learning through age appropriate and progressive themes and topics. Inter-disciplinary work enables the teaching of concepts and skills in one or more disciplines (subjects).

Effective learning characteristics include resilience, ambition, reflection and imagination. These characteristics will drive teaching and learning at our school developing the dynamic spiral curriculum.

ACE Spiral Curriculum

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children and at ACE we believe that is the case.

Key features of our ACE spiral curriculum based on Bruner's work are: (1) The ACE Vision Statement and its associated value, a theme visited several times throughout their school career at ACE; (2) The complexity of the topic or theme increasing with each revisit; and (3) The relationship between new learning and old learning through a key enquiry linked to previous work.

At ACE we believe the benefits ascribed to the ACE spiral curriculum are: (1) The information including the ACE Vision Statement reinforced and solidified each time the pupil revisits the subject matter; (2) Allowing a logical progression from simple ideas to complex ideas; and (3) Pupils being encouraged to apply the early knowledge to later learning experiences, as some of the seeds of learning are planted prior to pupils covering themes. Some of this knowledge is then reflected upon and considered in terms of cause and effect.

The ACE spiral approach to curriculum has three key principles that sum up the approach. The three principles are:



Cyclical: ACE pupils should return to the same topic several times throughout their school career at ACE;

Increasing Depth: Each time a pupil returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A pupil's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Subjects first (NOT TOPICS)

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will, when appropriate, be able to create cross-curricular coherence as the units can be taught in multiple orders.

Knowledge and Concepts organisation

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge and concepts; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. Teachers will make this explicit in their planning.

Knowledge selection

We are seeking to deliver a curriculum to children which can serve them well in the future and is based on their own experiences, including where they live, referring to the local history and our unique environment to enhance learning opportunities. Where there are opportunities to broaden, for example, diversity, we will do this through our links to other schools and other organisations.

Inclusive and ambitious

We want ACE to be able to support all children. Our units will be pitched so that children with different starting points can access them but with very high expectations for all (to a certain extent, 'ACE CHAPs' will be made redundant). Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all pupils can succeed. However, the aim of teaching is for all pupils to achieve and aspire, regardless of starting point.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be lectures, but will seek pupil involvement and be based on thematic enquiry. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction.



Motivation through learning

We recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate pupils through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Transfer of information via multiplatform.	Coding using variables, sequences, selections and repetition.			My own Website development.	
Creative Arts (Art, DT and Music *) *Oak Academy	Exploring Duration Exploring complex time signatures Islamic art and Escher.	Understanding Harmony Introduction to Chords and triads Singing in harmony	Rhythmic Cycles Exploring rhythms of non-western world music Food groups and modern life.	Exploring Texture <i>Melody and accompaniment</i> Ephemeral art (Andy Goldsworthy)	Understanding Structure Exploring different ways music can be organised Song structure	Song writing <i>The role of lyric writing in expressing mood and attitude in songs</i> The Stone Age and the Bayeux Tapestry.
English	Bridging Unit - Year 5 to Year 6 – The Nowhere Emporium by Ross MacKenzie					
	YEAR 6					
	Reading Spine (to read aloud)	Reading Focus Texts	Writing to...			
	Clockwork by Philip Pullman Wolf Brother by Michelle Paver The Hobbit by JRR Tolkien	Clockwork by Philip Pullman The Watertower by Gary Crew & Steven Woolman	Inform: Diary writing linked to The Highwayman. Information text about wolves. Voiceover for Planet Earth.			WW1 poetry The Highwayman by Alfred Noyes



	<p>Skellig by David Almond Fireweed by Jill Paton Walsh River Boy by Tim Bowler The Arrival by Shaun Tan</p>	<p>Beneath the Surface by Gary Crew & Steven Woolman The Red Eye by Pie Corbett Kidnapped by Pie Corbett Poppy Field by Michael Morpurgo (WW1) Wolf Brother by Michelle Paver Varmints by Helen Ward & Marc Craste Planet Earth 2 – BBC publications Blue Planet 2 – BBC publications</p>	<p>Entertain: Write a poem that uses the poetic techniques of 'The Highwayman': metaphor and simile; onomatopoeia; repetition of words to build tension. Descriptions of spooky settings. Write a mystery story based on The Red Eye. Write a story opening based on Wolf Brother.</p> <p>Persuade: Campaign to save the oceans/plastics in the ocean. Letters about whale hunting. Advert for 'Visit Norway' linked to Wolf Brother.</p> <p>Discuss: Single use plastics.</p>			
<p>Humanities (Geography and History)</p>	<p>Islamic civilizations The Middle East</p>		<p>The history of the community.</p>	<p><i>The Americas and a focus on South America.</i> CARING Sustainability</p>	<p>Stone Age, Bronze Age, Iron Age and the values which were shared.</p>	<p><i>Arundel by-pass</i> Computer generated programmes.</p>



Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12											
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Number: Fractions				Geometry: Position and Direction	
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Statistics
Summer	Geometry: Properties of Shape			Consolidation or SATs preparation		Consolidation, investigations and preparations for KS3						

MFL	-Colours	-All About Me	-Sports	-Animals	-Ice-cream -Likes and dislikes	-Clothes
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Physical Education	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">Year 6</td> <td style="width: 15%; background-color: #FFDAB9;">Tag Rugby</td> <td style="width: 15%; background-color: #00B0F0;">Dodgeball</td> <td style="width: 15%; background-color: #FFDAB9;">Basketball</td> <td style="width: 15%; background-color: #FFDAB9;">Netball</td> <td style="width: 15%; background-color: #90EE90;">Volleyball Y5/6</td> <td style="width: 15%; background-color: #FFD700;">Athletics</td> </tr> <tr> <td></td> <td style="background-color: #7FFFD4;">Gymnastics</td> <td style="background-color: #A9A9A9;">Yoga</td> <td style="background-color: #4169E1;">Dance</td> <td style="background-color: #3CB371;">OAA</td> <td style="background-color: #FF6347;">Fitness</td> <td style="background-color: #9370DB;">Rounders</td> </tr> <tr> <td></td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> </tr> </table>						Year 6	Tag Rugby	Dodgeball	Basketball	Netball	Volleyball Y5/6	Athletics		Gymnastics	Yoga	Dance	OAA	Fitness	Rounders		+	+	+	+	+	+
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	+	+	+	+	+	+																					
RE																											
RHE and Citizenship (Global Education and Character Education)	<p>CARING Who owns the sky? What are the natural resources in the middle east? How can we share them fairly and in a sustainable way?</p> <p>HELPFULNESS How can we think about how we can help others? (Macmillan) How can we raise the awareness of such illnesses?</p> <p>Caring for Our World: Who Owns the Sky?: Caring for Our World: Sustainability Posters</p> <p>Who Would You Help?, Session A; Who Would You Help?, Session B</p> <p>Coaching Younger Children: Hula-Hoop Help, Session A; Coaching Younger Children: Hula-Hoop Help, Session B</p> <p>Heroes: Knightly Virtues</p> <p>What Would a Kind School Look Like?</p> <p>Knightly Virtues Journal</p>		<p>RESPECT What does it mean to be human? What are human rights? How do our human rights link to our human needs?</p> <p>Clean Up Your Act; Spring Mind</p> <p>Justice, Session A; Justice, Session B</p> <p>Developing Friendships That Last, Session A; Developing Friendships That Last, Session B</p> <p>Heroes: Knightly Virtues</p> <p>What Would a Kind School Look Like?</p> <p>Knightly Virtues Journal</p> <p>Keeping the Community, Session A; Keeping the Community, Session B</p> <p>Let Me Teach You!, Session A; Let Me Teach You!, Session B</p> <p>Human Rights, Session A; Human Rights, Session B</p> <p>Reflection Writing (See Reflection Teacher's Guide)</p>		<p>Islam (community cohesion) What is Islam and what do Muslims believe? What does it mean to be a Muslim? How can a Mosque help us understand the Muslim faith?</p> <p>The Knightly Virtues, Session A and B</p> <p>Solving Conflicts Fairly; Problem Solving; Focussed Approach</p> <p>Soldiering On; Achieve Your Potential</p> <p>e-Safety: Cyber Bullying; e-Safety: Being SMART Online!</p> <p>Reflecting On Gratitude, Session A; Reflecting On Gratitude, Session B</p> <p>The Knightly Virtues: El Cid, Session A; The Knightly Virtues: El Cid, Session B</p> <p>Aristotle's Bottles; Reflection Writing (See Reflection Teacher's Guide)</p>																						
Science	All living things	Evolution and inheritance	Electricity	Light	Animals including humans																						