



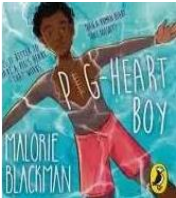

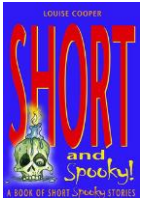



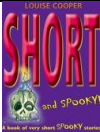







The Bishop John Robinson Curriculum

Justice Class (Year 6)

Be the Best We Can; Join in Learning, Play and Prayer and Remember God's Word

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|---|--|---|---|--|
| Our Topic is ... | Who Am I? | | Who are We? | | Our Community | |
| Inspiring Moments | Library Greenwich Observatory | St Alfege's Church | Library | | Queen's House Greenwich | British Library Sound Lab |
| Maths Outcomes | Number - Place Value (2) Number - Addition, Subtraction, Multiplication and Division (5) | Number - Fractions (4) Measurement – Converting Units (1) Consolidation (2) | Number – Ratio (2) Number - Algebra (2) Number – Decimals (2) | Number – Fractions, Decimals & Percentages (2) Measurement – Area, Perimeter & Volume (2) Statistics (2) | Geometry - Shape (3) Geometry – Position & Direction (1) Themed Projects, Consolidation & Problem Solving (2) | Themed Projects, Consolidation & Problem Solving (6) |
| Writing Outcomes | <u>Fiction</u> Poetry, Response letter, Narrative-alternative version of a chapter, character description, Informal letter  <u>Non-Fiction</u> Non-Chronological Report, Persuasive letter, Recount  | <u>Fiction</u> Character description, Narrative-alternative version of chapter, Narrative-Suspense, Informal letter, Narratives- flashbacks  <u>Non-Fiction</u> Persuasive formal letter, Newspaper report | <u>Fiction</u> Setting description, Narrative-alternative version of chapter, Narrative-Suspense, informal letter Narratives- flashbacks  <u>Non-Fiction</u> Hot seating, Interviews, Article, Blog | <u>Fiction</u> Character description, Narrative-alternative version of chapter  <u>Non-Fiction</u> Debate, Balanced arguments, Persuasive letters | <u>Fiction</u> Letters in role, Diary entry in role, Alternative narrative  <u>Non-Fiction</u> Interviews | <u>Fiction</u> Character description, Recount from several different perspectives  <u>Non-Fiction</u> Debate, Letter |

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| History | | What was life like in war time Greenwich | | What was life like in Benin? | | What does the census tell us about Greenwich? |
| Geography | What is the link between mountains, volcanoes and earthquakes | | Would you like to live in a desert? | | Can I carry out an independent fieldwork enquiry? | |
| Music | Happy Pop/Neo Soul Being Happy | Fresh Prince of Bel Air Old School Hip Hop Old School Hip Hop | Classroom Jazz 2 Bossa Nova and Swing Jazz and Improvisation | You've Got a Friend 70s Ballad/Pop The Music of Carole King | Macbeth Performance Singing in unison and parts, counter melodies and composition | Macbeth Performance Singing in unison and parts, counter melodies and composition |
| PSHE / RSE / MyHappyMind | Meet Your Brain Places Shared Responsibilities | Shared Responsibilities Showing Respect and Managing Hurtful Behaviour Celebrate Communities | Appreciate First Aid Drugs, Alcohol and Tobacco Media Literacy and Digital Resilience | Media Literacy and Digital Resilience Relate Safe Relationships RSE: Online Safety | Engage Be Your Best RSE: ESafety and the changing body | Transitions RSE: Safety and the changing body |
| Religious Education | Focus: Christianity What are the Beatitudes and What do they Mean for Christians? Focus: Who Decides Rules and Responsibilities - Who Decides | Focus: Who Decides Rules and Responsibilities - Who Decides Focus: Christmas How Would Christians Advertise Christmas to Show what Christmas Means Today? | Focus: Monastic Traditions Traditions Within Christianity Show Us About Living in Community? | Focus: Understanding Faith Understanding Faith in Our Local Community Focus: Easter How Does the Christian Festival of Easter Offer Hope? | Focus: Judaism What Does it Mean to be a Jew? | Focus: Life and Death The Journey of Life and Death |
| Art | Drawing: Observation, Use pencils and charcoal to create depth and tone  | | Benin Bronze  Sketching- shade and tone | | Relief Printing: control and use of materials, with creativity and experimentation | |

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| | | | <p>Self-portraits: Make my voice heard.</p>  | |   | |
| <p>Design Technology</p> | | <p>Earthquake proof structures Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | | <p>Fashion project: recycled materials Develop accurate design criteria / specification based on a range of research into existing products and intended users.</p> <p>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</p> | | <p>Bread making</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Production props/ costumes Use research they have done into famous designers and inventors to inform the design of their own innovative products.</p> |

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| Computing | Computer Science What is a computer network | Computer Science Website creation | Computer Science Spreadsheets | Information Technology Micro Bits | Information Technology Coding: Variables in games | Digital Literacy Coding: Design plan and launch new game |
| Science | Electricity | Light | Animals Including Humans | Living Things in their Habitats | Evolution and Inheritance | Looking After the Environment |
| French | Everyday School Routines | Time (revision) | Perfect Tense (what others have eaten or drunk) | Follow a Recipe | Asking Questions Transition – Future Tense | Create a Short Text |
| PE | Invasion - Hockey | Dance | Gymnastics | Athletics | | Outdoor and Adventure |
| Safeguarding Across the Curriculum | <p>Online safety-class computing contract</p> <p>Difference between bullying and cyberbullying</p> <p>Secure websites that are safe</p> <p>Create an anti-cyber-bullying robot</p> <p>Benefits and pitfalls of an online relationship</p> <p>Gender stereotypes in the media</p> <p>Democracy-what does it mean in our current society</p> | <p>Ways to combat racism</p> <p>Creating a safe online identity</p> <p>Supporting others who might be struggling with their identity</p> | <p>Drug Awareness</p> <p>What is meant by anti-social behaviour?</p> <p>Managing risks associated with anti-social behaviour</p> <p>Self-respect linking to our happiness</p> <p>Responsible choices with regards to money</p> <p>Strategies to help us in periods of transition</p> | <p>Negative impact of peer pressure</p> <p>Safety planning-planning a safe journey to school and identifying places of safety</p> <p>Human reproduction</p> | <p>Managing risks to us online</p> <p>Importance of being a critical consumer</p> <p>Impact of the media and social media on our mental wellbeing</p> <p>Recognising signs and symptoms and mental ill health</p> | <p>Challenging different stereotypes</p> <p>External influences and how they can affect our body image and self- esteem</p> <p>Impact of puberty on relationships</p> |