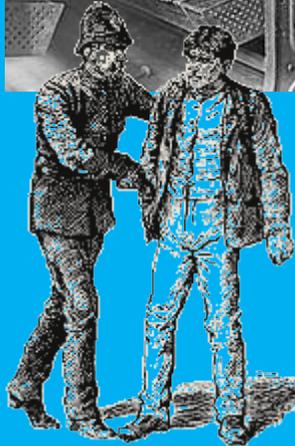
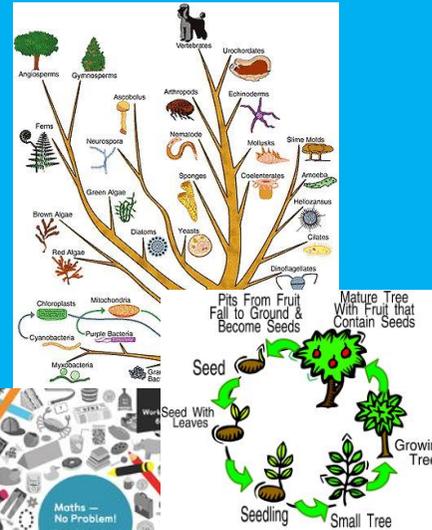


Neston Primary School

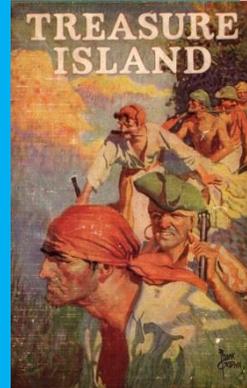
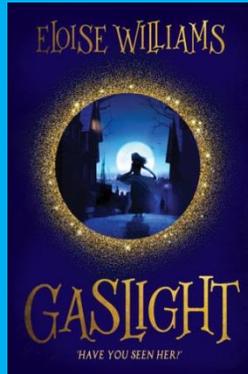
Creative Curriculum Theme Plan Y6

Terms 5 & 6 (2018): Similarities and Differences

Areas of Learning



**D**ifferent  
**I**ndividuals  
**V**aluing  
**E**ach other  
**R**espectful  
**S**trategies  
**I**ntellectual  
**T**alents or  
**Y**ears.



As Historians and Geographers, we will learn about similarities and differences between life today and life in Victorian times, with a focus on crime and punishment and working conditions. We will enhance this learning with a visit to St Fagans National Museum of History in Wales.

As Readers and Authors, we will study Gaslight, a story set in Victorian Cardiff. We will debate the issues of the day and work these into discussion texts which will present a balanced argument. We will then progress on to using 'Treasure Island' by Robert Louis Stevenson as a stimulus for writing and presenting. We will continue to develop strategies to 'Crack Reading Comprehension.'

As Artists, we will be exploring the work of famous Victorian artist, L S Lowry. Later in the term, we'll be presenting ideas from stories with the spoken voice, in musical ways and by creating scenery for performances.

At Neston, learning will be driven by:

Ambition

Respect

Diversity

As Scientists, we will...

As ambitious learners we will:

Explore what ambition means and how we face ambitious challenges.

As respectful learners we will:

Learn to accept others viewpoints, experiences, values and decisions and respond in respectful ways.

As learners we will:

Embrace the range of cultural diversity within our society and learn how to respectfully respond during discussions.

Be exploring the diversity of life, alongside how living things are classified according to specific features. We will also explore life cycles of a range of living things.

<i>Core Learning Skills</i>	<i>Successful Learner Skills</i>	<i>Key Skills</i>				
<i>English</i>	<ul style="list-style-type: none"> <li>Knowing and understanding what, how and why I am learning</li> <li>Enjoy exploring, discovering and unlocking our hidden treasures</li> <li>Knowing that we shine and reach the stars</li> <li>Learning from our mistakes</li> <li>Knowing how to improve and being resilient</li> <li>Looking after each other</li> <li>Learning reciprocally</li> <li>Celebrating everyone's achievements</li> <li>Imagining, dreaming and believing for ourselves and others</li> </ul>	<b>History, geography and citizenship</b>				
<ul style="list-style-type: none"> <li>Structuring different genres of writing including explanations, discussion texts and playscripts <ul style="list-style-type: none"> <li>Performance presentation to large audiences.</li> </ul> </li> <li>Reading and understanding a range of styles, both fiction and non-fiction.</li> <li>Understanding and using aspects of grammar and spelling</li> </ul>		<b>Investigate</b> Undertake investigations and enquiries, using various methods, media and sources. Ask relevant questions.	<b>Analyse</b> Compare, interpret and analyse different types of evidence from a range of sources. Recognise and describe change.	<b>Communicate</b> Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.	<b>Consider and respond</b> Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.	
<i>Maths</i>		<b>Science and design technology</b>				
<ul style="list-style-type: none"> <li>Geometry</li> <li>Position and Movement</li> <li>Consolidation of formal methods for the four operations</li> <li>Graphs and Averages</li> <li>Negative Numbers</li> </ul>	<b>RE, PSHĒ, P4C, PE, MFL</b>	<b>Generate ideas</b> Observe and explore to generate ideas, define problems and pose questions in order to develop investigations.	<b>Investigate, observe and record</b> Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.	<b>Design, make and improve</b> Apply practical skills to design, make and improve products safely, taking account of users and purposes.	<b>Explain</b> Communicate and model in order to explain and develop ideas, share findings and conclusions.	<b>Evaluate</b> Make systematic evaluations when designing, making and investigating, to bring about improvements in processes and outcomes.
<i>ICT</i>	<p>In P4C we will be developing our higher order thinking skills in relation to historical and current events. In RE we will exploring the similarities and differences between the major religions.</p> <p>PE with Miss Hunter - lacrosse and handball PE with class teachers - athletics and cricket Spanish with Ms Keene</p>	<b>Art, music, drama</b>				
<ul style="list-style-type: none"> <li>Use of e-books for research</li> <li>Use of film and audio on i-pads to create presentations.</li> <li>Learning basic programming skills</li> </ul>	<b>Explore</b> Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.	<b>Create</b> Create, design, devise, compose and choreograph individual and collective work.	<b>Improvise</b> Improvise, rehearse and refine in order to improve their capability and the quality of their artworks.	<b>Present</b> Present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses.	<b>Evaluate</b> Use specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.	

