



Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Survival	The Art of Music	Heroes and Villains	Super Sleuth	Changes through the Decades	Changes through the Decades
English	<p>Novel as a theme - pupils will be able to write a survival adventure narrative.</p> <p>Biography - pupils will research, write and present a biography on Mary Anning (1799-1847).</p>	<p>Classic fiction We will be reading a classic fiction narrative, 'The Wizard of Oz' and creating a new character.</p> <p>Persuasion: A Formal Review - children will watch and present a formal review on a live theatre performance.</p>	<p>Older literature - Macbeth The children will write a modern version of a scene from a play or story from older literature. They will draw on techniques used by modern day writers who have retold these stories.</p> <p>Information hybrid text A hybrid text about a hero/heroine or a villain.</p>	<p>Detective - crime fiction: Children will read extracts from Sherlock Holmes to write a crime fiction story.</p> <p>Explanations: Children will study the Feudal System and write an explanation text on how it was structured.</p>	<p>Short stories with flashbacks Flashbacks: Children will study the Titanic and write a flashback from a survivor's point of view</p> <p>Discussion and debate: Children will study the arguments for and against using animals for entertainment to formulate a balanced argument.</p> <p>Classic narrative poetry: Children will analyse the features of classic poetry and write their own.</p>	<p>Autobiography Poems based on a model Autobiography: children will research, write and present a autobiography on Bear Grylls.</p> <p>Poems based on a model: children will study a variety of poems written by poets such as Michael Morpurgo and write their own in a similar style.</p>
Mathematics	<ol style="list-style-type: none"> Place value Mental and written addition Mental and written subtraction Mental and written multiplication Mental and written division Multiples and factors Primes Square numbers 	<ol style="list-style-type: none"> Calculating with Fractions (adding, subtracting, multiplying and dividing) Fractions of amounts Converting measures 	<ol style="list-style-type: none"> Ratio Algebra Decimals (multiplying and dividing) Decimals – three decimal places 	<ol style="list-style-type: none"> Fractions Decimals Percentages Area Perimeter Volume Statistics 	<p align="center"><u>Revision – using GAPS analysis and data</u></p> <p>2D and 3D shape Angles Position and direction</p>	<ol style="list-style-type: none"> Themed projects Consolidation Reasoning

<p>Science</p>	<p><u>Adaptations</u></p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Fossils</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p><u>Variation</u></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p><u>Light</u></p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Recognise that light appears to travel in straight lines.</p>	<p><u>The Circulatory System</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Diet, drugs and lifestyle</u></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><u>Living Things and Their Habitats</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Electricity</u></p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <ul style="list-style-type: none"> • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 	<p><u>Sustainability- energy and light pollution</u></p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><u>Year 7 project (consolidate all science)</u></p>
<p>Computing</p>	<p><u>Coding</u></p> <p>To plan and use selection and variables and launch command</p> <p>To understand how functions are created</p> <p>To use flowcharts and user input</p> <p>To create a simulation</p> <p>To use 2Code to make a text-adventure game.</p>	<p><u>Online safety</u></p> <p>To identify benefits and risks of mobile devices</p> <p>To identify secure sites</p> <p>To identify risks of giving personal information.</p> <p>To understand digital footprint.</p> <p>To understand appropriate online behaviour.</p> <p><u>Spreadsheets</u></p> <p>To investigate probability</p> <p>To use a spreadsheet to plan and calculate</p>	<p><u>Blogging</u></p> <p>To identify the purpose/features of writing a blog.</p> <p>To plan and write a blog and post</p> <p>To consider the effect upon the audience</p> <p>To contribute to an existing blog</p> <p><u>Text adventures</u></p> <p>To find out what a text adventure is</p> <p>To use 2Connect to plan</p> <p>To use 2Create to create</p>	<p><u>Networks</u></p> <p>To learn the history of Internet, what it consists of and its future</p> <p>To find out how the Internet is accessed</p> <p><u>Binary</u></p> <p>To examine how numbers represent data in in digital systems</p> <p>To understand binary digits</p>	<p><u>Quizzing</u></p> <p>To use the question types within 2Quiz</p> <p>To make a quiz that requires the player to search a database</p> <p><u>Spreadsheets with Excel</u></p> <p>To navigate and enter data into cells</p> <p>To introduce some basic data formulae in Excel</p> <p>To create graphs and solve problems</p>	<p><u>Spreadsheets with google sheets</u></p> <p>To navigate and enter data into cells</p> <p>To use a spreadsheet to manipulate data</p> <p>To create a variety of graphs</p> <p>To solve problems</p>

Geography	Pupils will be able to name one geographical feature of a European country and one of a South American country. Extend their locational knowledge through focus on environmental regions, polar and hot deserts and major world cities. Children will write a non - chronological report comparing Greece and Chile.				Pupils can describe 2 physical and 2 geographical features of a local seaside town in the UK. Pupils to extend their locational knowledge through detailed study of coastal cities.
History	This unit about World War II, children will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.		Viking and Anglo-Saxon struggle for the Kingdom of England. Children will recap all of the aspects of learning within this theme from Anglo Saxons, through Vikings to Norman and the Bayeux Tapestry.		An in-depth study of Britain throughout the last century and how they influenced other areas such as music, arts, fashion, technology, television and politics.
Art & Design	Drawing and painting developed into digital art; developing sketchbook ideas. Children will use animal patterns and camouflage to create a poster on survival link to science.	Painting inspired by music - children will replicate the work of the artist Kandinsky. They will also research his life and write a biography on Kandinsky.			Drawing and painting developed into collage / batik / felt making Wool will be used to explore seascapes, seaside structures, lighthouses, beach huts and boats to create a textile. Children will also look closely at rough sea paintings to discuss and use as an inspiration for their own piece of art.
Design Technology			Food - chefs, food heroes, designing a healthy menu/eatwell plate. Prepare food products taking into account the properties of ingredients and sensory characteristics for a new family.		Combining learning from across design and technology skills bases - structures, mechanical systems, electrical systems, ICT programming and control

Music		Hey Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.		Dona nobis pacem Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.		Ame sau vala tara bal Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.
RE	<p>Life is a journey.</p> <p>Do you agree? Why?</p> <p>In what ways can life be compared to a journey?</p> <p>In what ways does having faith give meaning and purpose to the journey of life?</p> <p>Is choosing to journey through life as a Christian an easy option? Why? Why not?</p> <p>Is every person's journey the same? Why not?</p>	<p>What is Advent?</p> <p>When is Advent?</p> <p>Why is Advent a time of preparation?</p> <p>What is being prepared for during Advent?</p> <p>What has this unit taught you about what it means to be a Christian?</p> <p>What has this unit taught you about Christian beliefs?</p> <p>Have you learnt anything about yourself from this</p>	<p>Why do Christians celebrate the Eucharist?</p> <p>What is the reason for celebrating the Eucharist?</p> <p>The Eucharist service has several names.</p> <p>Why is this time of worship called the Eucharist/Holy Communion/Mass/The Lord's Supper?</p> <p>What questions would you like to ask about the Eucharist/Holy Communion Service?</p>	<p>Why did God choose Moses?</p> <p>Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>What is freedom?</p> <p>Why is freedom important?</p> <p>What does it mean to be free?</p> <p>Why is it important to remember?</p>	<p>Why are these two events so important?</p> <p>What is the impact of these events then and now?</p> <p>In what ways do these events and beliefs make Christianity distinctive?</p> <p>What do Christians believe about the nature and character of the Holy Spirit?</p>	<p>What is faith?</p> <p>What does it mean for a person to have faith?</p> <p>What does it mean to be a person of faith?</p> <p>What motivates people of faith?</p> <p>How does having faith affect people's lives?</p> <p>In what ways have people of Christian faith built God's kingdom on earth?</p> <p>In what ways do people of</p>
PSHE	<p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> <p>Pupils will discuss that people have different kinds of relationships in their lives, including romantic or intimate relationships</p>	<p>How can the media influence people?</p> <p>We will discuss and to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. Pupils will discuss and debate what influences people's decisions, taking into consideration different view</p>	<p>How can we keep (physically) healthy as we grow?</p> <p>We will explore habits that can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.</p>	<p>How can we keep (mentally) healthy as we grow?</p> <p>Pupils will understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult Recognise that mental health difficulties can usually be resolved or managed with the right strategies and support</p>	<p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> <p>Pupils will show an understanding how growing up and becoming more independent comes with increased opportunities and responsibilities.</p>	<p>How can the media influence people?</p> <p>Pupils will explore how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions.</p>

MFL - French	<p>Shape Book</p> <p>recognise and produce the sound of many letter strings in words and sentences with confident pronunciation</p> <p>speak, understand, read and write a complex sentence by manipulating familiar language</p> <p>ask a variety of questions</p> <p>apply knowledge of basic grammatical concepts to speak and write</p> <p>follow a simple story or song and read aloud</p>	<p>Colour poem</p> <p>recognise and produce the sound of many letter strings in words and sentences with confident pronunciation</p> <p>speak, understand, read and write a complex sentence by manipulating familiar language</p> <p>ask a variety of questions</p> <p>apply knowledge of basic grammatical concepts to speak and write</p> <p>follow a simple story or song and read aloud</p>	<p>Monsters</p> <p>recognise and produce the sound of many letter strings in words and sentences with confident pronunciation</p> <p>speak, understand, read and write a complex sentence by manipulating familiar language</p> <p>ask a variety of questions</p> <p>apply knowledge of basic grammatical concepts to speak and write</p> <p>follow a simple story or song and read aloud</p>	<p>Mini Book</p> <p>Children will be able to:</p> <p>recognise and produce the sound of many letter strings in words and sentences with confident pronunciation</p> <p>speak, understand, read and write a complex sentence by manipulating familiar language</p> <p>ask a variety of questions</p> <p>apply knowledge of basic grammatical concepts to speak and write</p>	<p>Flap Book</p> <p>Children will be able to:</p> <p>recognise and produce the sound of many letter strings in words and sentences with confident pronunciation</p> <p>speak, understand, read and write a complex sentence by manipulating familiar language</p> <p>ask a variety of questions</p> <p>apply knowledge of basic grammatical concepts to speak and write</p>	<p>Shape Book</p> <p>recognise and produce the sound of many letter strings in words and sentences with confident pronunciation</p> <p>speak, understand, read and write a complex sentence by manipulating familiar language</p> <p>ask a variety of questions</p> <p>apply knowledge of basic grammatical concepts to speak and write</p> <p>follow a simple story or song and read aloud</p>
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PE	Project based learning and mindfulness	Health education, movement and fitness to music	Principles, tactics, attacking and defending	Principles, tactics, attacking and defending	Physical competitions and challenges	Outdoor adventure and active learning
PE Outdoor & Adventure						