

## Curriculum Overview Year 6

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Curriculum Drivers</b>	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
<b>Empowering Learning</b>	<b>Self Manager</b> <b>Effective Participator</b> <b>Resourceful Thinker</b> <b>Reflective Learner</b> <b>Independent Enquirer</b> <b>Team Worker</b>					
<b>Reading</b>	<b>Comprehension and Understanding</b>	<b>Prediction, Inference &amp; Deduction</b>	<b>Intonation and Expression</b>	<b>Grammatical Features</b>	<b>Research</b>	
	Refers to text to support opinions and predictions. Gives a view about choice of vocabulary, structure etc. Distinguish between fact & opinion.	Draw inferences and justify with evidence from the text.	Appreciates how a set of sentences has been arranged to create maximum effect.	Recognise: - complex sentences.	Skimming and scanning to aide notetaking.	
All of the above are taught throughout the year using a variety of genres.						
<b>Writing</b>	<b>Journeys &amp; Migration</b>	<b>Evolution &amp; Inheritance</b>	<b>Utopia vs. dystopia</b>	<b>Protest &amp; Activism</b>	<b>Fate vs. free will</b>	<b>Crossing Borders</b>
	<b>The Arrival by Shaun Tan</b> - Extended own version narratives  <b>Windrush Child by Benjamin Zephaniah</b> - Persuasive writing	<b>Can We Save the Tiger? By Martin Jenkins</b> - Discussion Texts  <b>Harry Potter &amp; The Philosopher's Stone</b> - Letters, information texts,	<b>Boy in the Tower by Polly Ho-Yen</b> - Own version narratives (past & present tense)  <b>Paradise Sands by Levi Pinfold</b> - Narrative prequel	<b>Suffragette: The Battle for Equality</b> - Persuasive campaigns  <b>Stonewall by Rob Sanders &amp; Jamey Chrisoph</b> - Visitors Guide	<b>Romeo &amp; Juliet by William Shakespeare</b> - Balanced Argument  <b>The Wind in the Wall by Sally Gardener</b> - Extended Narrative	<b>The Unforgotten Coat by Frank Cottrell Boyce</b> - Own version narrative  <b>Some Places More Than Others by Renee Watson</b> - Collection of poems
<b>GPS</b>	Grammar, Punctuation & Spelling are taught across the curriculum throughout the year through our writing scheme and as standalone lessons.					
<b>Maths</b>	Throughout the year children will close any gaps in their learning. They will also extend their understanding of: The number system and place value to include larger integers, including developing the connections between multiplication and division with fractions, decimals, percentages and ratio; develop their ability to solve a wider range of increasingly complex problems using properties of numbers and efficient written and mental calculations;					<b>What Could You Do With £5?</b>  Business Project

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	be introduced to the language of algebra as a means for solving a variety of problems. In geometry, they will consolidate and extend their knowledge of classifying shapes with increasingly complex description of geometric properties. Children will become fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. They should be able to read, spell and pronounce mathematical vocabulary correctly by the end of year 6.					
<b>Science</b>	<p><b>Light</b> To include reflection and refraction.  What is light?</p>	<p><b>Evolution &amp; Inheritance</b> To include variation and adaptation.  Have we always looked like this?</p>	<p><b>Classification</b> Classification of living things and the reasons for it.</p>	<p><b>Electricity</b> Electrical components, Simple circuits, Fuses and voltage.</p>	<p><b>Animals including humans</b> Focus on the circulatory system.  Why is the heart the most important pump we own?</p>	
	Influential Scientists and Inventors will be studied where appropriate.					
<b>Geography &amp; History</b>	<p><b>History</b>  <b>How did Britain rebuild after the war?</b>  Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Geography</b>  <b>Where does our energy come from?</b>  Children will learn about renewable and non-renewable energy sources, where they come from and their impact on society.</p>	<p><b>History</b>  <b>How has crime &amp; punishment changed over time in Britain?</b>  Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Geography</b>  <b>Why does population change?</b>  Children will investigate why certain parts of the world are more populated than others.</p>	<p><b>History</b>  <b>To be or not to be, that is the question? Shakespeare &amp; Local History-Tudors</b>  A local history study</p>	<p><b>History</b>  <b>Who were the Mayans and what can we learn from them?</b>  Study of a non-European advanced civilization from 1000 years ago</p>
	Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year.					
<b>Computing</b>	<p><b>Online Safety</b> Coverage of computing related online safety aspects.</p>	<p><b>Spreadsheets</b> Collecting, analysing, evaluating and</p>	<p><b>Coding</b> Design, write and debug programs.</p>	<p><b>Text Adventures</b> To create a text-based adventure game.</p>	<p><b>Networks</b> Understanding computer networks</p>	<p><b>Quizzing</b> Planning, designing and creating quizzes</p>

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	<p style="text-align: center;"><b>Blogging</b></p> <p>Children learn the basic principles of creating and maintaining a blog in a controlled and safe environment.</p>	<p>presenting data and information.</p>			<p>and the opportunities they offer.</p>	<p>using a variety of Software.</p> <p style="text-align: center;"><b>Understanding Binary</b></p> <p>Understanding and explaining how a binary system works.</p>
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<b>Spanish</b>	<p style="text-align: center;"><b>En El Colegio</b></p> <p>Children discuss what subjects they like and do not like at school and give a reason why in Spanish.</p>	<p style="text-align: center;"><b>El Fin De Semana</b></p> <p>Children will describe what activities they do at the weekend with a time and an opinion in Spanish.</p>	<p style="text-align: center;"><b>La Comida Sana</b></p> <p>Children discuss a healthy lifestyle in Spanish.</p>	<p style="text-align: center;"><b>Yo En El Mundo</b></p> <p>Children will explore other Spanish speaking countries and cultures around the world.</p>	<p style="text-align: center;"><b>Hábitats</b></p> <p>Children will learn about various plants and animals that live in give very different habitats.</p>	<p style="text-align: center;"><b>En la ciudad</b></p> <p>Children will learn how to navigate around the town using directions and prepositions, as well as the nouns and definite articles/determiners for 10 places around a town.</p>
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Core Vocabulary & Phonetics & Pronunciation are taught throughout all units.

<b>Art/DT</b>	<p style="text-align: center;"><b>Art: Craft &amp; Design- Photography</b></p> <p>Developing photography skills and techniques to design a range of creative photographic outcomes.</p>	<p style="text-align: center;"><b>DT: Textiles- Bags</b></p> <p>Designing pattern pieces, making a bag for a specific user and thinking about aesthetics and functionality.</p>	<p style="text-align: center;"><b>Art: Drawing- Expressing Ideas</b></p> <p>Exploring how artists express ideas and how they use scale to do so.</p>	<p style="text-align: center;"><b>DT: Structures Playgrounds</b></p> <p>Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet the brief.</p>	<p style="text-align: center;"><b>Art: Sculpture &amp; 3D- Making Memories</b></p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life</p>	<p style="text-align: center;"><b>DT: Mechanical Systems- Automata Toys</b></p> <p>Developing a functional automata window display.</p>
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Inspirational Artists will be studied where appropriate.

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<b>PE</b>	<p><b>Tag Rugby</b> Pupils develop their understanding of attacking and defending principles when playing invasion games.</p> <p><b>Swimming</b> Water safety. To develop stroke techniques and improve breathing skills.</p>	<p><b>Dance</b> Pupils will develop their ideas into dance choreography including formations, timing and dynamics.</p> <p><b>Badminton</b> Pupils will develop their understanding of the principles of net and wall games. They will consider strategies, skills and tactics to outwit the opposition, whilst being respectful and fair.</p>	<p><b>Gymnastics</b> Pupils will develop their knowledge of compositional principles such as variations in level and direction. They will work collaboratively to create formations and performances. They will develop performance skills.</p> <p><b>Dodgeball</b> Pupils will develop key skills, such as throwing, dodging and catching. They will consider and apply tactics of the game.</p>	<p><b>Hockey</b> Pupils will develop their understanding of the attacking and defending principles of invasion games. Pupils will consider how to develop their skills by maintaining possession and moving the ball towards the goal to score.</p> <p><b>Cricket</b> Pupils will develop their understanding of the principles of striking and fielding. They will expand their knowledge of the different roles in cricket. They will use skills and strategies to outwit the opposition.</p>	<p><b>Swimming</b> Water safety. To develop stroke techniques and improve breathing skills.</p> <p><b>Athletics</b> The pupils will be set challenges for distance and time involving different styles of running, jumping and throwing. They will be encouraged to persevere and achieve their personal best. They will learn short and long distance running, triple jump, discus and shot put.</p>	<p><b>Swimming</b> Water safety. To develop stroke techniques and improve breathing skills.</p> <p><b>OAA</b> Pupils will develop a transferrable skill set. They will work in pairs and groups to solve problems, whilst being active.</p> <p><b>Rounders</b> Pupils will develop their understanding of striking and fielding. They will develop quality and consistent fielding skills. They will also expand their knowledge of each role in rounders.</p>
<b>RE</b>	<p><b>Human &amp; Social Science</b>  How and why does religion bring peace and conflict?</p>	<p><b>Theology</b>  How do Buddhists explain suffering in the world?</p>	<p><b>Philosophy</b>  What does it mean to be human? Is being happy the greatest purpose in life?</p>	<p><b>Theology</b>  Creation or science? Conflicting or complementary?</p>	<p><b>Human &amp; Social Science</b>  How do beliefs shape identity for Muslims?</p>	
<b>PSHE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing Me</b>

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	<p>Identifying goals Global Citizenship Democracy, having a voice Role Modelling</p>	<p>Perceptions of normality Understanding disability Differences as conflict</p>	<p>Personal learning goals Making a difference in the world Motivation Recognising achievements</p>	<p>Taking personal responsibility How substances affect the body Emotional and mental health</p>	<p>Worries and sources of support Managing feelings Power and control Assertiveness</p>	<p>Self image Body image Puberty and feelings Reflections about change Transition to secondary</p>
<p><b>Music</b></p>	<p><b>How does it help if we repeat ourselves?</b></p> <p>Listen to, appreciate and understand a wide range of recorded music drawn from different traditions. Improve and compose music for a range of purposes</p>	<p><b>*Recorders and Christmas songs</b></p> <p>Recapping Low C, F#, low c#, high c#, Introducing Bb, High E, High F Play and perform in solo and ensemble contexts</p>	<p><b>Are words enough?</b></p> <p>Develop an understanding of the history of music. Use and understand staff and other musical notations to write lyrics.</p>	<p><b>If I like that bit in a song, how can I use it?</b></p> <p>Compose music for a range of purposes using the dimensions of music; Listen with attention to detail; Appreciate and understand a wide range of high-quality recorded music</p>	<p><b>Where can we get inspiration for our music?</b></p> <p>Compose music for a range of purposes using the inter-related dimensions of music; Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers. Develop an understanding of the history of music</p>	<p><b>*Glockenspiels and performance songs</b></p> <p><b>Choice of topic</b></p> <p>Play and perform in solo and ensemble contexts.</p>

*Note: This is a guide only. Units may not be taught in the order that they appear.*