

Year 6 Curriculum Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mexico		Frozen Kingdom		WW2	Bloodheart
Values 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Values 2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Maths	Place value 4 operations	Fractions Position and Direction	Decimals Percentages Algebra	Converting units Perimeter, Area and Volume Ratio	Properties of shape Statistics	Problem-Solving Investigating
Reading (VIPERS)	Maya Creation Story – Information Texts Geogrpahy of South America – Information Text Day of the Dead – Film Clip Harry Potter and the Philosopher’s Stone – novel excerpt Christmas Ads – persuasive film On-going Novel – Boy In The Girl’s Bathroom		The Dreadful Menace – Film/Poem Shackleton’s Journey – Picture Book/Information Text Selection of short explanation texts (Penguins, What Is Evolution, March of the Penguins (film), Automatic Shopper, The Shirt Machine) Can We Save The Tiger – picture book/information text The Alchemist’s Letter – film clip		The Arrival (Shaun Tan) Picture book The Tomb of the Unknown Warrior – report Once – novel	All About Dahl - various Macbeth’s Witches – song Pigheart Boy - novel The Night of the Gargoyles – picture book
Writing	Instructions Guidelines Poster Dialogue Diary Entry Newspaper Article List Sports Report		Character description Letter Persuasive Poster Diary Atmosphere description Blog Explanation Text Setting Description		Re-write from a different perspective Dialogue Narrative/Plot Speech Re-write a fairy tale from another perspective	Fact File Dream Description Radio Interview Character Description Explanation Text Script/Suspense Poem – Shakespeare

Science	<p>Electricity 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</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>	<p>Light recognise that light appears to travel in straight lines</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>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 why shadows have the same shape as the objects that cast them</p>	<p>Adaptation, habitats, classification, fossils, inheritance</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>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</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>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>		<p>The Heart Identify and name main parts of the human circulatory system;</p> <p>describe functions of the heart, blood and blood vessels.</p> <p>Recognise impact of diet, exercise, drugs and lifestyle on the way bodies function.</p> <p>Describe ways in which nutrients and water are transported within animals, including humans.</p>	
<p><i>*Ask simple questions and recognise that they can be answered in different ways</i></p> <p><i>*Observe closely, using simple equipment</i></p> <p><i>*Perform simple tests</i></p> <p><i>*Use their observations and ideas to suggest answers to questions</i></p> <p><i>*Gather and record data to help in answering questions</i></p> <p><i>*Identify and classify</i></p>						
Computing	<p>Coding Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p>Networks On-line Safety Networks Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm</p>	<p>Blogging Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>Text Adventures On-line Safety Select use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>	<p>Binary Use search technology effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Spreadsheets On-line Safety</p>

	<p>decomposing them into smaller parts.</p> <p>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding,</p>	<p>together to explain the program as a whole.</p> <p>Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school</p>	<p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements</p>	<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. Children</p>	
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	outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.					
Music	<u>Hola Mexico</u> - appreciate and understand music drawn from Mexican traditions. Listen to Mexican mariachi fiesta music, suggesting words to describe its tempo, rhythm and beat.	Composing and recording atmospheric music and creating graphic scores (See Cornerstones project) Learn traditional carols for UKS2 church service.	<u>Frozen Kingdom</u> - focus on Vivaldi and 'Winter' from the Four Seasons. (See BBC Ten Pieces). Also, listen to Benjamin Britten's 'In Frozen Winter Night'. Listening skills to identify what produces the best wintry effects in the music – instrumentation, the way the instruments are used, tempo, duration of notes, pitch, dynamics etc. Compose some 'frozen' music.	<u>Darwin's Delight</u> - evolve descant recorder skills. Learn to play simple accompaniment on keyboards/tuned percussion. Read and play standard notation. (Use songs from 'Darwin Rocks' by Steve Titford)	<u>WW2</u> - compose a Blitz soundscape and create a graphic score; perform a rhythmic ostinato on drums to accompany a WW2 themed song.	<u>Blood heart</u> – pupils will learn to play simple parts on instruments (including descant recorder and tuned percussion) to a regular pulse and to improvise with rhythm.
History	The Ancient Maya – select, organise and present information from a wide range of sources. Compare beliefs and behaviour with another time studied Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Use a range of sources to find out				Find out about beliefs, behaviour and of people, recognising that not everyone shares the same views and feelings Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied	

	<p>about an aspect of time past</p> <p>Confidently use the library and internet for research</p>				<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Suggest omissions and the means of finding out</p> <p>Confidently use the library and internet for research</p>	
Art	<p>Influence of a specific art genre – Look at Day of the Dead pattern and colour. Create own mask. Explore weaving – dreamcatchers. Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>		<p>Clay – Funky Fish</p> <p>Inuit art</p> <p>Use of sketch books to record observations – shade, form, pattern and texture</p>			<p>Modern Art – Kandinsky</p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Show an awareness of how paintings are created (composition).</p>

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Demonstrate a wide variety of ways to make different marks with dry and wet media.
- Identify artists who have worked in a similar way to their own work.
- Develop ideas using different or mixed media, using a sketchbook.
- Manipulate and experiment with the elements of art: line, tone, pattern , texture, form,
- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Use ICT.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

<p>Geography</p>	<p>Satellite mapping tools Describe environmental regions, human and physical characteristics, countries and major cities of South America. Use Google Earth to compare your environment with that of a child in Mexico</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work</p> <p>Begin to draw plans of increasing complexity.</p> <p>Understand, describe and use key physical features: climate zones</p> <p>Understand, describe and use key human features: economic activity, distribution of natural resources including energy, food, minerals and water</p>	<p>Polar Regions – maps and keys; climate, population, settlements, animal and plant life, seasonal change.</p> <p>Climate, Biomes and vegetation belts.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Use 8 compass points confidently and accurately</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Use atlas symbols.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Confidently identify significant places and environments</p> <p>Recognise world map as a flattened globe.</p>	<p>Describe the human characteristics of some of the largest cities in the UK – population, economic activity and transport systems.</p> <p>Digital Mapping – Anne Frank's Story told on Google Earth. Look at Cities in the UK – how might their position affect why they were bombed?</p>	
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			<p>Use digital and computer mapping</p> <p>Use/ recognise OS map symbols</p> <p>Follow a short route on an OS map.</p> <p>Describe features shown on OS map</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p>			
PE	Hockey Basketball	<p>Tag Rugby</p> <p>Gymnastics – Balances/Spring/ Flight</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency</p>	<p>Football</p> <p>Dance</p> <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements</p>	<p>Volleyball</p> <p>OAA</p> <p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe</p>	<p>Badminton</p> <p>Cricket</p>	<p>Athletics</p> <p>Rounders</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peer performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>

		<p>and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>	<p>and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p>			
Skills for all Games	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>					
PSHE	Being me in my world	Celebrating difference	Changing me	Relationship	Healthy Me	Dreams & Goals
RE	Creation and science: conflicting or complementary?	U2.1: What does it mean if Christians believe God is holy and loving?	U2.8: How is faith expressed in Islam?	Christians. U2.6: What do Christians believe Jesus did to 'save' people?	U2.5: How do Christians decide how to live? 'What would Jesus do?'	How and why do some people inspire others? Examples from religions

French	<p><u>En classe – classroom routines and giving information:</u> answering the register, giving the date today, describing the weather, asking for classroom objects, school uniform, likes and dislikes of colours, the verb 'to be' - être</p>	<p><u>La Famille, Les Occupations, Christmas</u> – revise family members; follow a story in French (Little Red Riding Hood); name 5 occupations in French; changing spellings according to gender e.g. il est vendeur/elle est vendeuse</p>	<p><u>House and Home</u> – recognise 8 rooms of the house; cultural differences in housing abroad and at home (une maison, un appartement); revise 'J'habite...'; adjectives to describe rooms</p>	<p><u>'Une Maison à Louer', and 'Ma Maison Idéale'</u> – describe your ideal home; create estate agent details for a house to rent; learn vocabulary for furniture and use 'Dans le salon, il y a...'</p>	<p><u>Planning a holiday to French speaking country</u> – where are the French speaking countries in the world? Investigate climates, select holiday dates. Use simple future i.e. on va aller/on va partir/on va rester/on va prendre; book accommodation, mode of transport, places of interest (museums, zoos, chateaux, pool, fairground)</p>	<p><u>Review of the year</u> Revise vocab, verbs, topics, songs and do quizzes. Create role plays using amassed knowledge.</p>
Design Technology	<p>Traditional and contemporary Mexican Fruit Punch drinks. Textiles - weaving – see Art</p> <p>Pin, sew and stitch materials together create a product</p> <p>To select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities.</p>				<p>Structures – load, capacity and construction. Marble Runs Joining materials.</p> <p>Construct products using permanent joining techniques</p> <p>To select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.</p>	<p>Evaluate products Design and make healthy food.</p> <p>To select from and use a wider range of materials and components, including food according to their functional properties and aesthetic qualities.</p>