

## Curriculum Overview Autumn Term Year 6

Year 6	Core Subjects		
	English	Maths	Science
	<p><b><u>Theme: War and Conflict</u></b>  <b><u>Writing- Create</u></b>            Narrative- Character description            Non- Chronological reports- WW11            Instructions and explanations- How the evacuation process worked            Poetry            Recount- Piano</p> <p><b><u>Reading- Skills</u></b>            Predict            Retrieval            Inference            Vocabulary            Summarise            Sequence            Compare and contrast            Using evidence            Fact and opinion            Explain</p> <p><b><u>PAG- Knowledge</u></b>            Word classes (Recap)            Semi-colons            Colons            Relative clauses</p>	<p><b><u>Place Value</u></b>            -Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.            -Round any integers.            -Rounding decimals.            -Use powers of 10 to problem solve.            -Use negative numbers in context and calculate intervals across zero.</p> <p><b><u>The Four Operations</u></b>            - Add and subtract integers.            -Add and subtract integers with decimals.            -Multiply and divide numbers (including decimals) by 10, 100 and 1000.            -Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.            -Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division.            -Solve single step and multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b><u>Working Scientifically Investigation</u></b>            Through the context of a fruit battery extended investigation, pupils will develop key knowledge about scientific experiments and develop key scientific skills (disciplinary knowledge); safety, planning experiments, recording data, analysing data, conclusions and evaluating experiments.</p> <p><b><u>Electricity</u></b>            - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit            - 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>Modal Verbs Conjunctions Hyphens Synonyms and Antonyms Figurative language Ellipsis Switching between past and present Subjunctive form</p>	<p>-Interpret remainders as fractions or decimals. -Identify common factors, common multiples, prime numbers and rules of divisibility. -Use order of operations. -Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p><b><u>Fractions, Decimals and Percentages</u></b> -Use common factors to find equivalent fractions. -Compare and order fractions, including fractions <math>&gt; 1</math>. -Add and subtract fractions with different denominators and mixed numbers. -Multiply and divide fractions by both an integer and fractions. -Find fractions of an amount.</p> <p>- Read, write, order and compare integers and decimals. -Multiply and divide decimals by an integer. -Solve problems involving the calculation of percentages. -Calculate percentage of an amount.</p>	<p>- use recognised symbols when representing a simple circuit in a diagram</p>
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		-Read, write, order and compare equivalent fractions, decimals and percentages.  <u>Ratio</u> -Use ratio language -Introduction to the ratio symbol -Ratio and fractions -Scale drawing -Use scale factors -Similar shapes -Ratio problems -Proportion problems -Recipes					
Year 6	Foundation Subjects						
	<b>History</b>	<b>Geography</b>	<b>Art and Design</b>	<b>Music</b>	<b>PE</b>	<b>Computing</b>	<b>Design Technology</b>
	<b>The causes of WW2</b>	<b>Mountains and Coasts</b>	<b>Portraiture/ Collage</b>	<b>Singing and Performing</b>	<b>Invasion game Football Net and wall game Table Tennis</b>	<b>E-Safety/ 3D design</b>	<b>Cooking and Nutrition</b>
	<u>Knowledge</u> To understand how Hitler rose to power	<u>Knowledge</u> To understand key aspects of physical geography: mountains and coasts.	<u>Knowledge</u> Study the work of Paper Monster	<u>Knowledge</u> To use technical vocabulary to compare and contrast different songs.	<u>Knowledge</u> Warm up and cool down principles	<u>Knowledge</u> Bullying and cyberbullying  Networks and secure websites	<u>Knowledge</u> Understand seasonality in the context of when fruit and vegetables are in season in Britain.

<p>To understand the importance of the Battle of Britain</p> <p>To understand eras in history and place them in chronological order</p>	<p>To understand key aspects of human geography: settlement, land use and economic activity.</p>			<p>Importance of warming up and cooling down.</p> <p>How to apply key technical skills, tactics and rules of each sport.</p>	<p>Communicating with people online</p> <p>Safe to share online</p>	<p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed.</p> <p>To understand seasonality in the context of tasting food that is in season.</p>
<p><u>Skills</u> Source analysis</p> <p>Understanding how the provenance of a source affects reliability</p> <p>Research skills- looking at primary and</p>	<p><u>Skills</u> Map skills- locating mountain ranges.</p> <p>Map skills- 4 and 6 figure grid reference</p>	<p><u>Skills</u> Portraiture workshops/ proportions of the face</p> <p>Artist study- Paper monster</p> <p>Collage</p> <p>Photography and photo manipulation</p>	<p><u>Skills</u> Perform using an instrument (Glockenspiel)</p>	<p><u>Skills</u> Football Short passing, receiving and ball control Dribbling, stopping and basic turning Jockeying and standing tackle Shooting from short and medium distance</p>	<p><u>Skills</u> 3D software- designing using 3D software (sketch up).</p>	<p><u>Skills</u> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking a healthy seasonal meal.</p>

	secondary resources				Table Tennis Ready position, shake-hand grip and ball familiarisation Serve Forehand Push Backhand Push Forehand Push Backhand Push		
Year 6	Foreign Languages						
	Key knowledge <ul style="list-style-type: none"> <li>• Chinese writing and sound systems</li> <li>• Chinese numeracy - understanding how large numbers (greater than 99) are built</li> </ul>						
Year 6	Personal Development						
	<b>RE</b>		<b>PSHE and Citizenship</b>			<b>RSE</b>	
	<b>Islam</b>		<b>Personal Identity</b>			<b>Puberty and Reproduction</b>	
	<u>Knowledge</u> Who is the key figure of Islam? What is the Holy Book of Islam? How do Muslims show respect towards the Qur'an? How do Muslims worship? What is Shirk? Who is Prophet Ibrahim (Abraham)? What are the 5 pillars of Islam? What are the Islamic holidays?		<u>Knowledge</u> What makes us individual? Personal strengths Interests Setting goals Managing setbacks			<u>Knowledge</u> Menstrual wellbeing Managing changes during puberty Developing independence How a baby is made	

	Where do Muslims go on a pilgrimage? What are the key beliefs in the Islam faith?		
	<u>Skills</u> Awareness of world faiths. Respecting other religions Linking to other world religions.	<u>Skills</u> Oracy – debate and presentation Tolerance and respecting others	<u>Skills</u> Confidence How to keep mind and body healthy

## Curriculum Overview Spring Term Year 6

Year 6	Core Subjects		
	English	Maths	Science
	<p><b><u>Theme: Inclusion and diversity</u></b></p> <p><b><u>Writing- Create</u></b> Narrative Balanced argument Biography Persuasive</p> <p><b><u>Reading- Skills</u></b> Recap- Predict Recap- Retrieval Recap- Using evidence Recap- Vocabulary Recap- Compare and contrast Recap- Fact and Opinion Justify</p>	<p><b><u>Measurement</u></b> -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time. -Convert between miles and kilometers. -Solve problems involving the calculation and conversion of units of measure.</p> <p>-Recognise that shapes with the same areas can have different perimeters and vice versa. -Recognise when it is possible to use formulae for area and volume of shapes. -Calculate the area of parallelograms and triangles.</p>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>

	<p>Impressions Cause and Effect True and false</p> <p><b><u>PAG- Knowledge</u></b> Adverbials Sentence types Speech- Inverted commas Pronouns/possessive pronouns Recap- conjunctions Active and passive Apostrophes Dashes for parenthesis First person Verb tense Recap- Modal verbs</p>	<p>-Calculate, estimate and compare the volume of cubes and cuboids.</p> <p><b><u>Geometry</u></b> -Draw 2-D shapes using given dimensions and angles. -Recognise, describe and build simple 3-D shapes, including making nets. -Compare and classify geometric shapes based on their properties and sizes. -Measure using a protractor. -Find unknown angles in any triangles, quadrilaterals, and regular polygons. -Illustrate and name parts of circles. -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. -Describe positions on the full coordinate grid. -Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p> <p><b><u>Algebra</u></b> -Use simple formulae. -Generate and describe linear number sequences. -Express missing number problems algebraically. -Find pairs of numbers that satisfy an equation with two unknowns.</p>	<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>
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		-Enumerate possibilities of combinations of two variables.  <u>Statistics</u> -Interpret and construct pie charts. -Interpret and construct line graphs. -Calculate and interpret the mean as an average.					
<b>Year 6</b>	<b>Foundation Subjects</b>						
	<b>History</b>	<b>Geography</b>	<b>Art and Design</b>	<b>Music</b>	<b>PE</b>	<b>Computing</b>	<b>Design Technology</b>
	<b>Life on the Homefront</b>	<b>Our Global World</b>	Portraiture	<b>Ukulele</b>	<b>Invasion Game</b> <b>Basketball</b>  <b>Aesthetics</b> <b>Activity</b> <b>Gymnastics</b>	<b>Computer Programming (Scratch)</b>  <b>Computer Hardware: Makey Makey</b>	<b>Textiles</b>
	<u>Knowledge</u>  Evacuation  Air Raid Precautions  The role of women  D Day celebrations	<u>Knowledge</u>  Human Geography: trade links, making a living from natural resources  Globalization and trade- fair trade.  Biomes	<u>Knowledge</u>  To continue our study of Paper Monster	<u>Knowledge</u>  To identify the key parts of a ukulele  To analyse different musicians playing the ukulele	<u>Knowledge</u>  How to apply key technical skills, tactics and rules of each sport.  <b>Key principles of Gymnastics scoring system and aesthetics.</b>	<u>Knowledge</u>  <b>To understand what an algorithm is.</b>  <b>To understand how algorithms are used in gaming.</b>  <b>To understand how computer</b>	<u>Knowledge</u>  To know the names and methods for different stitching types  Features of fabrics- flexibility, sturdy, waterproof



						hardware is used.	
	<b>Skills</b> Comparison of sources  Analysis and evaluation of source material  Narrative	<b>Skills</b> Locate key cities on a world map and compare physical and human features.  Give the latitude and longitude of major cities.	<b>Skills</b> To use collage to create a contemporary portrait  To use ICT programs to create portraiture/photography pieces	<b>Skills</b> To play the ukulele using different strumming patterns	<b>Skills</b>  Basketball Chest and bounce pass Footwork, pivoting and dribbling Creating space: Drive/Dodge/ Feints Dribbling, shielding and guarding Shooting – set shot Gameplay, rules  Gymnastics Individual Balances Partner balances Travel Routine Development	<b>Skills</b>  <b>To create and debug simple algorithms.</b>  <b>To program and debug a piece of computer hardware.</b>	<u>Skills</u> Sewing  Designing and making templates  Cutting fabrics

Year 6	Foreign Languages		
	Key knowledge <ul style="list-style-type: none"> <li>• Expression of ages</li> <li>• Using connectives</li> <li>• Describing pets</li> <li>• Describing family</li> </ul>		
Year 6	Personal Development		
	<b>RE</b>	<b>PSHE and Citizenship</b>	<b>RSE</b>
	<b>Judaism</b>	<b>Health and Hygiene</b>	<b>Managing Change</b>
	<u>Knowledge</u> What is the difference between Judaism and Christianity?  What is the difference between what Judaism's and Christianity's Holy Books teach?  What are the roles of a Jewish family?  How do Jews worship in their homes?  What do Jews wear to express their faith?  What is a synagogue?	<u>Knowledge</u> Making informed choices Healthy lifestyles Nutrition Hygiene and bacteria Viruses Allergies Introductory first aid	<u>Knowledge</u> Developing friendships Changing and ending friendships Managing change, loss and bereavement Sources of support

	How do Jews practice their worship to express their faith?  Why do Jews celebrate Shabbat?		
	Skills To make links between Judaism and other world religions. To understand the impact religion has upon daily life.	<u>Skills</u> Confidence building	<u>Skills</u> Identifying the qualities of different types of relationships e.g. friendships Identify healthy friendships Knowing where to go for support

## Curriculum Overview Summer Term Year 6

Year 6	Core Subjects		
	English	Maths	Science
	<b><u>Theme: Overcoming adversity</u></b> <b><u>Writing- Create</u></b> Narrative- Titanium News report  <b><u>Reading- Skills</u></b> Structure and language Sequence Recap- sequence	<b><u>Projects</u></b> Consolidating topics covered throughout the year.	<b><u>Evolution and inheritance</u></b> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but</li> </ul>

	<p>Recap- Impressions Recap- Inference Recap- Vocabulary Recap- Summerise Recap- Retrieval</p> <p><b><u>PAG- Knowledge</u></b> Recap- Y5 skills/Autumn term/Spring Term Recap- Inverted commas Recap- DADWAVERS Recap- Figurative language Recap- 3<sup>rd</sup> person Direct and reported speech Brackets for parenthesis Punctuation for parenthesis</p>		<p>normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
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Year 6	Foundation Subjects						
	History	Geography	Art and Design	Music	PE	Computing	Design Technology
	Post War Britain	Field Work	Childhood Sketches	Djembe Course and Harry Potter	<b>Athletics</b> <b>Striking and fielding</b>	Computer software: Spreadsheets	Electrical Systems Control and Monitoring

					<b>Cricket Rounders</b>	Multimedia: Music Videos	
	<u>Knowledge</u> The impact of war on post war Britain  Baby boomers  1950's youth culture  1960's youth culture	<u>Knowledge</u> To carry out a field survey of an urban and rural region.	<u>Knowledge</u> To study the work of Sarah Graham	<u>Knowledge</u> To understand the history of African drumming.  To learn about a range of instruments and which families they belong to.	<u>Knowledge</u> Understand the basic techniques in a range of athletics Events.  How to apply key technical skills, tactics and rules of each sport.	<u>Knowledge</u> To understand how computer software can be used for different purposes (spreadsheets).  To understand the process involved in creating videos.	<u>Knowledge</u> To understand and use Crumble software.  To understand and analyse a range of products using subject vocabulary.
	<u>Skills</u> To evaluate life in both the 1950's and 1960s.  To compare how life for the youth evolved during these decades.	<u>Skills</u> To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	<u>Skills</u> Sketch a range of cartoons and logos  Create a 3D sculpture, inspired by Childhood toys	<u>Skills</u> To perform and compose a range of African drumming techniques.  To compose a piece of music using Glockenspiels to suit the	<u>Skills</u> Throw 1 – shot put – side on static stance (soft shot put) Throw 2 – Javelin – side on static stance (howler javelin) Throw 3 – Discus – side on static stance (soft discus)	<u>Skills</u> To use computer spreadsheeting tools.  Planning a music video Recording video footage Editing video footage	<u>Skills</u> To evaluate a range of electrical boardgames and consider how they work and how appealing they are. To understand and use our control and monitoring software. To conduct a survey to use to create a game. To design, create and evaluate an electrical game.

		<p>sketch maps, plans and graphs, and digital technologies.</p>		<p>theme of Harry Potter.</p>	<p>Sprint start – standing and drive phase            Sprint 1 – 50 and 100m            ‘Middle distance’ - 400m            ‘Long distance’ - 800m or 1500 m            Relay – batton grip and carry            Jump 1 – long jump            Jump 2 – triple jump</p> <p>Throwing (underarm) and catching low            Throwing (overarm) and catching high            Fielding – two handed pick up and long barrier            Batting - straight drive and stance            Attacking strategies – hitting into space            Defensive strategies –</p>	<p>Incorporating green screen footage.            Adding in sound effects.</p>	
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					approaching the ball Bowling – under and over arm (static) Gameplay, strategies and rules application		
Year 6	Foreign Languages						
	Key knowledge <ul style="list-style-type: none"> <li>• Colours</li> <li>• Describing body parts</li> <li>• Combining colour and body parts to give descriptions</li> </ul>						
Year 6	Personal Development						
	<b>RE</b>		<b>PSHE and Citizenship</b>			<b>RSE</b>	
	<b>Buddhism</b>		<b>Media Literacy</b>			<b>Friendships and staying safe</b>	
	<u>Knowledge</u> To know who is Buddha. To know how Buddhists worship. To know what Dharma and Sangha are. To know the Four Noble Truths and what the Eightfold Path is. To know Buddhist's Five Moral Precepts. To know what a monk is. To know how the teachings of Buddha might affect Buddhist views on moral issues.		<u>Knowledge</u> How is data shared? E safety - online sources Fake news Identifying unhealthy online behaviours Choosing age appropriate games and materials			<u>Knowledge</u> Opportunities to connect online The nature of online friendships Reporting harmful content and contact Staying safe online	

	<p><u>Skills</u> Understanding beliefs of others around the world Understanding and discussing how religion may affect moral issues</p>	<p><u>Skills</u> Managing personal information safely How to keep money safe Selecting reliable sources online Making positive choices that are age appropriate online</p>	<p><u>Skills</u> Confidence to identify situations online that are not safe or appropriate</p>
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