

## Year 6 – Curriculum Overview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole School Events</b>	<a href="#">Macmillan Coffee Morning</a> <a href="#">Black History Month</a> <a href="#">World Mental Health Day</a>	<a href="#">Remembrance Day</a> – 11 <sup>th</sup> Nov <a href="#">Diwali</a> (KS1 - Late Oct/Early Nov) <a href="#">Road Safety Week</a> (KS2 - Mid Nov) <a href="#">Safer Internet Day</a> (Early Feb)	<a href="#">National Storytelling Week</a> (Early Feb) <a href="#">Go Green Week</a> (KS1 Mid Feb)	<a href="#">STEM Week</a> (March) <a href="#">Fairtrade Fortnight</a> & School Charity Event (KS2 - Late Feb)	<a href="#">World Book Day / Sports Relief</a> (Early March, Alternate years) <a href="#">Earth Day</a> (Late March)	Sports Day
<b>English</b>	Poetry hook – The Boy who sat at the back of the class  Novel as a theme- There’s a boy in the girl’s bathroom- Louis Sachar	Biographies- Wonder- RJ Palacio  Recounts- autobiographies	Poetry hook – classic literature – Flanders fields  Classic fiction- Goodnight Mr Tom – Michelle Magorian	Discussion and debate (links to Parliament visit)	Poetry hook – The Magic Box  Novel as a theme- The Nowhere Emporium	Explanation texts  Short stories with flashbacks
<b>Maths</b>	Number and place value Number  Number- Addition and subtraction  Consolidation	Number- Multiplication and division  Fractions, decimals and percentages  Consolidation		Ratio and proportion  Algebra  Measurement  Consolidation	Geometry- Properties of shapes  Geometry- Position and direction  Statistics  Problems and investigations  Consolidation	
<b>Science</b>	<b>The Nature Library. (Classification)</b>  We will be exploring how living things, including micro-organisms, plants and animals, are classified into broad groups according to common observable characteristics and based on similarities and differences. Through our research and study of Carl Linnaeus’ research, we will be able to give reasons for classifying plants and animals based on specific characteristics	<b>Body Pump (The circulatory system)</b>  We will be identifying and naming the main parts of the human circulatory system, and describing the functions of the heart, blood vessels and blood.	<b>Body Health</b>  Within this unit, we will be studying the effects of healthy eating, exercise, drugs and smoking on the body and its ability to function.	<b>Everything Changes (Evolution)</b>  Children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. We will also focus on how living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. We will identify how animals and plants are adapted to suit their environment in different	<b>Light up your world (Light)</b>  We will look at how light appears to travel in straight lines and how objects are seen because they give out or reflect light into the eye. We will explore light sources and how light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Danger! Low voltage. (Electricity)</b>  Children will 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 and use recognised symbols when representing a simple circuit in a diagram.

				ways and that adaptation may lead to evolution.		
<b>History</b>	<p><b>Victorians</b> Children will work to establish a narrative showing connections, contrasts and trends, associated with childhood, within and across The Victorian period of study to present day.</p> <p>They will work to better understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		<p><b>World War 1 and 2</b> Through this unit of work, children will begin to explore the evolution of war, recognising why some events, people and changes might be judged as more historically significant than others. They will learn to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</p> <p>Each child will produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</p>		<p><b>Mayans</b> This area of work will see pupils beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</p> <p>By the end of the unit, pupils will show an understanding of significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</p>	
<b>Geography</b>		<p><b>Our local area</b> Within this topic we will be studying the human geography in the UK and different types of human settlements, including what type of settlements we live in. We will also be looking at the physical geography in the UK, including the climate, rivers and mountains.</p>		<p><b>South America</b> We will start by exploring the different countries that make up South America and the varied climates that they experience. Our look at the physical geography will see us focus on the main mountain range – The Andes. The human geography that we will focus on will see us looking into the capital cities of the South American countries and the populations of them. We will end by comparing and contrasting the UK with our findings of South America.</p>		<p><b>Exploring Scandinavia</b> To begin our topic, we will look at the countries that make up Scandinavia and locate them on a World and European map. Through our study of the physical geography, we will focus on the weather, climate and mountain ranges in Scandinavia. We will explore some of the customs and celebrations within Scandinavia and the languages spoken. Finally, we will be exploring similarities and differences between the capital cities of Stockholm and London.</p>
<b>Art</b>	<b>Photography</b>		<b>Make my voice heard</b>		<b>Painting</b>	

	We will be exploring elements of photography including macro photography, the composition of photo montages and framing images with a focus on a famous piece of artwork – The Scream.		<b>(Drawing)</b> With a focus on the key elements of sketching and shading we will explore ways that we can portray ourselves through art. We will look at the notion of ‘chiaroscuro’ and how light and dark can be used within our artwork.		We will be focusing on Frida Kahlo as an artist and what her self-portraits conveyed. Using paint, we will be exploring our own self-portraits and how we can convey our feelings and emotions in a way that Frida Kahlo did, using colour, animals and backgrounds to communicate.	
<b>Design Technology</b>		<b>Bridges (Structures)</b>  We will be looking at stability and using different materials to strengthen the bridge structures that we will be creating.		<b>Electrical systems</b>  We will be using our knowledge of electrics to explore existing ‘steady hand games’ then using our research and electrical skills to create buzzer games of our own.		<b>School dinners (Cooking and nutrition)</b>  We will be researching our target audiences’ preferences and ways that these can be made healthier, yet still affordable. We will explore the origins and seasonality of the ingredients, then using this information, we will create and product test our new (and improved) school dinners.
<b>Music</b>	<b>Understanding structure and form</b>		<b>Exploring notation further</b>		<b>Gaining confidence through performance</b>	
<b>RE</b>  <i>Theme: Is life like a journey?</i>	<b>Christianity (Church)</b>  How do Christians mark the ‘turning points’ on the journey of life?  Christian rites of passage and denominational differences.	<b>Hindu Dharma</b>  Is there one journey or many?  Reincarnation Karma The 4 Ashramas	<b>Islam</b>  What is Hajj and why is it important to Muslims?	<b>Christianity (Jesus)</b>  Why do Christians believe that Good Friday is ‘good’?  Holy Week The Eucharist	<b>Buddhism</b>  What do we mean by a ‘good life’?  The Buddha The Four Noble Truths The Eightfold Path	<b>Christianity (God)</b>  If life is like a journey, what is the destination?  Salvation Forgiveness
<b>Computing</b>  CS - Computer Science DL – Digital Literacy IT – Information Technology	<b>Unit 6.1 Coding</b>  2Code	<b>Unit 6.2</b>  Online Safety	<b>Unit 6.3</b>  Spreadsheets  2Calculate	<b>Unit 6.4</b>  Blogging  Unit 6.5  Text Adventures	<b>Unit 6.6</b>  Networks  Unit 6.7 Quizzing	<b>Unit 6.8</b>  Understanding Binary  Unit 6.9  Spreadsheets Excel or Google Sheets

E-Safety is taught through each unit (where applicable, in addition to discreet lessons.)						
PSHCE	The Working World: In app purchases	Being Responsible: Stealing  Computer Safety: Making Friends Online  Money Management - Understanding the value of money and learning how to plan and budget.	Keeping/Staying Healthy: Alcohol	A World Without Judgment: British Values  London Residential Parliament Visit / Debating West End Show – Theatre Visit, Olympic Tour / Olympic Values	Keeping/ staying safe – water safety.  First Aid: Heartstart 1 <sup>st</sup> Aid Course	SRE
MFL (French)	Recap classroom instructions numbers to 100/colours Daily routines Reflexive verbs Describe my morning and my daily routine  PenPal links to school in Italy.	Celebrations Food Special occasions Christmas French Christmas Carol - Petit Papa Noël	New Year Being healthy Healthy eating Aller + infinitive  Link with overseas school / Penpals (Italy)	Carnival Healthy lifestyle Sports/fitness Comparisons of past habits with present or future	In the café- at the restaurant  Ordering food <i>je voudrais...</i> Preferences Prices Set up a French café	
PE	Invasion games Tag rugby  OAA (Patterdale Hall)	Dance	Gymnastics	Net/ wall games	Striking and fielding Cricket	Hockey

*Events listed in Purple are part of our core enrichment and entitlement offer.*