


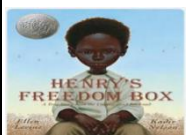




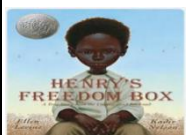






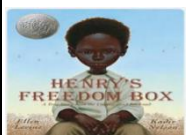








Year 6

Curriculum Overview

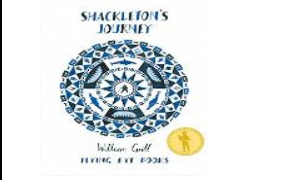

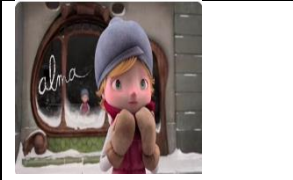
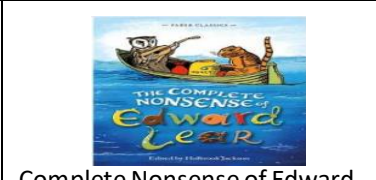
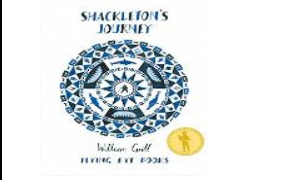

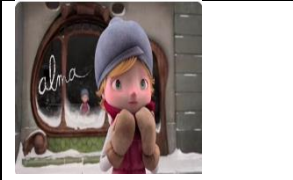
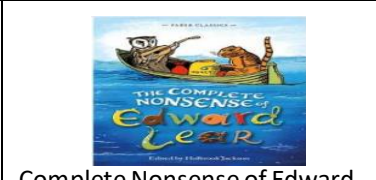



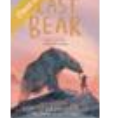



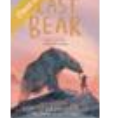

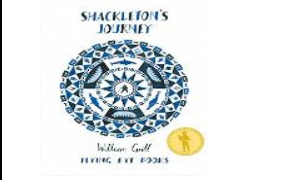

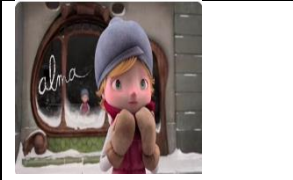
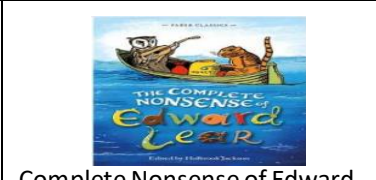



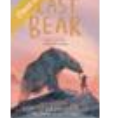



AUTUMN TERM

Writing:	Maths:	Reading:	Science:						
<p>Books/Ideas for writing:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">  The Windrush Child BENJAMIN ZEPHANIAH WINDRUSH CHILD </td> <td style="width: 33%;">  Harriet Tubman </td> <td style="width: 33%;">  Benjamin Zephaniah </td> </tr> <tr> <td>  Henry's Freedom Box </td> <td>  Effects of substances </td> <td></td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retell • Biography • Diary • Persuasive writing • Journalistic writing—newspaper report • Non-chronological report <p>Skills we will be focusing on:</p> <p>Creating language for emotion to engage the reader. Description of settings, character and atmosphere. Using a wide range of linking techniques effectively. Wider punctuation use (colons and semi-colons). Using embedded clauses for relevant detail. Using wider punctuation (apostrophes, commas, brackets) Developing narrator's voice. Maintaining and developing ideas across a text. Accurate verb/tense agreement. Specific language to engage the reader. Effective linking techniques and conclusions. Repetition and the impact of this. Emotive language to influence the reader.</p>	 The Windrush Child BENJAMIN ZEPHANIAH WINDRUSH CHILD	 Harriet Tubman	 Benjamin Zephaniah	 Henry's Freedom Box	 Effects of substances		<p>Number:</p> <p>Place value to 10,000,000 (read and write numbers, powers of 10, number line to 10 000 000, compare and order any integers, round any integer, negative numbers)</p> <p>Four operations (reason from known facts, add and subtract integers, common factors, common multiples, rules for divisibility, primes to 100, square and cube numbers, multiply up to a 4 digit number by a 2 digit number, solve problems with multiplication, short division using factors, introduction to long division, long division with remainders, solve problems with division, solve multi step problems, order of operations, mental calculations and operations)</p> <p>Fractions (equivalent fractions and simplifying, compare and order, add and subtract simple fractions, add and subtract any two fractions, add mixed numbers, subtract mixed numbers, multiply fractions by integers, multiply fractions by fractions, divide fraction by integer, divide any fraction by any integer, mixed questions with fractions, fraction of an amount, fraction of an amount - find the whole)</p> <p>Measurement (convert metric measures, calculate with metric measures, miles and kilometres, imperial measures)</p>	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Vocabulary (evaluate how the authors' use of language impacts upon the reader) • Retrieve (confidently skim and scan and use the skill of reading before and after to retrieve information) • Inference (discuss how characters change and develop through texts by drawing inferences based on indirect clues) • Predict (predict what might happen from details stated and implied) • Summarise (summarise information from across a text and link information by analysing and evaluating ideas between sections of the text) 	 <p>Circulatory System</p> <p>Pupils will be learning about the transport role of the human circulatory system, its main parts and primary functions. They will learn about healthy lifestyle choices and the effects of harmful substances on the body.</p>
 The Windrush Child BENJAMIN ZEPHANIAH WINDRUSH CHILD	 Harriet Tubman	 Benjamin Zephaniah							
 Henry's Freedom Box	 Effects of substances								

Geography:	History:	RE & PSHE:		PE:
 <p>Our Changing World</p> <p>Pupils will be revising the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. They will find out more about map scales, grid references, contour lines and map symbols. They will learn about climate change and the importance of global trade. Pupils will analyse data and carry out fieldwork to find out about local road safety. They will study patterns of human settlements and carry out an enquiry to describe local settlement patterns.</p>	 <p>Maafa</p> <p>Pupils will be learning about Africa past and present and the development of the slave trade. They will explore Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.</p>	<p>PSHE:</p> <p>The topics we will be exploring from the 'Health and Wellbeing' strand this term:</p> <p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> • How physical and mental health are linked • Making healthy choices • That habits can be healthy or unhealthy – balanced lifestyles • That anyone can experience mental health issues • How to recognise early signs of physical or mental ill-health and what to do about this • How puberty relates to growing from childhood to adulthood <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Living by rules • Being fair and just • Creating unity and harmony • Creating inclusion, identity and belonging 		<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Dance (explore and develop a dance idea, rhythm and energy, awareness of timing, formations and direction, bhangra style, group formations) • Tag rugby (attacking principles, forward pass, offside rules, tagging rules, dodging skills to lose a defender) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Badminton (develop footwork, rallying, scoring points, fair play) • OAA (building communication and trust, problem solving, collaboration, tactical planning, navigational skills, use a key to identify objects and locations)
Computing:	Music:		Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Communication and collaboration • Web page creation 	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • Happy • Classroom Jazz 2 <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 		 <p>Tints, Tones And Shades</p> <p>Pupils will be learning about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They will learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p>  <p>Trailblazers, Barrier Breakers</p> <p>Pupils will be learning about significant black artists and their work and provides opportunities to analyse and create artwork inspired by them.</p>	 <p>Food For Life</p> <p>Pupils will be learning about processed food and healthy food choices. They will make bread and pasta sauces and learn about the benefits of whole foods. They will plan and make meals as part of a healthy daily menu and evaluate their completed products.</p>

SPRING TERM

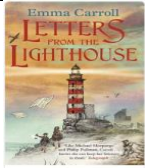
Writing:	Maths:	Reading:	Science:								
<p>Books/Ideas to support Writing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">  Shackleton's Journey </td> <td style="text-align: center;">  Shackleton's Journey </td> </tr> <tr> <td style="text-align: center;">  Alma </td> <td style="text-align: center;">  Complete Nonsense of Edward Lear </td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> Recount - letter Short story Imagery and poetry Journalistic writing—newspaper report <p>Skills we will be focusing on:</p> <p>Adverbials used in various places within a sentence. Wide range of conjunctions are used to extend sentences. Using split speech accurately. Language choices create imagery through use of repetition and alliteration. Language for precision. Introductions used effectively for engagement and direction. Links consistently made across a text. A range of devices are used to support cohesion. Use of direct and reported speech. Use of figurative language.</p>	 Shackleton's Journey	 Shackleton's Journey	 Alma	 Complete Nonsense of Edward Lear	<p>This term, pupils' learning will focus on:</p> <p>Number:</p> <ul style="list-style-type: none"> Ratio (language and symbol, use ratio, scale drawing, scale factor, similar shapes and ratio problems) Algebra (find a rule, form expressions, substitutions, formulae, form equations, solve 1 and 2 step equations, find pairs of values, solve problems with 2 unknowns) Decimals (place value within 1, place value with integers and decimals, round decimals, add and subtract decimals, multiply and divide by 10, 100 and 1000, multiply and divide decimals by integers) Fractions, decimals and percentages (fraction, decimal and fraction equivalents, fractions as division, fractions to percentages, order fractions, decimals and percentages, percentages of an amount, 1 step and multi-step problem solving, percentages with missing values) Measurement (shapes with same area, area and perimeter, area of a triangle, area of a parallelogram, volume) Statistics (calculate and interpret the mean as an average, interpret and construct pie charts and line graphs, problem solve using pie charts and line graphs, solve problems involving the calculation and comparison of percentages) 	<p>Books we will be enjoying:</p> <table style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> Vocabulary (find examples of figurative language and how this impacts the reader and contributes to meaning or mood, discuss how presentation and structure contribute to meaning) Retrieve (use evidence from across whole chapters or texts and read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts) Inference (make inferences about events, feelings, states backing these up with evidence and infer characters' feelings, thoughts and motives) Predict (support predictions by using relevant evidence from the text) Summarise (summarise the main ideas drawn from more than one paragraph) 					<div style="text-align: center;">  Evolution and Inheritance </div> <p>Pupils will be learning about how living things on Earth have changed over time and how fossils provide evidence for this. They will learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.</p>
 Shackleton's Journey	 Shackleton's Journey										
 Alma	 Complete Nonsense of Edward Lear										
											
											

Geography:	History:	RE & PSHE:	PE:
 <p>Frozen Kingdoms This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p>	<p><i>History is not taught within an explicit topic this term. Pupils will continue to retrieve their geographical knowledge from last term via regular retrieval practice. They will also utilise some of their geography skills in their Geography lessons.</i></p>	<p>PSHE: The topics we will be exploring from the 'Living In The Wider World' strand this term:</p> <p>How can the media influence people?</p> <ul style="list-style-type: none"> • How the media, including online experiences, can affect people's wellbeing • Fake news and discrimination/stereotypes – gender – racism – disability - homophobia • That not everything should be shared online or on social media, the rules around this and distributing of images - consent • To recognise unsafe or suspicious content • How information is ranked, selected, targeted to meet the interests of individuals & groups, & can be used to influence <p>RE: Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Remembering roots • Being courageous and confident • Responding to suffering • Being merciful and forgiving 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Gymnastics (straddle, forward and backward roll, inverted movements with control, progressions of a headstand and a cartwheel, use flight from hands to travel over apparatus, create a group sequence using formations and apparatus) • Volleyball (develop fast catch volley, set shot, the dig, continuous rally, underarm serve, rules of serving) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Dance (actions, dynamics, space and relationships, choreographing devices, devise a freeze frame montage, use feedback to develop and refine a dance performance) • Handball (variety of passes, use stepping, dribbling and passing to create space/move towards goal/away from defenders, defending skills, maintain possession under pressure)
Design & Technology	Music:	Art & Design:	Computing
<p>Engineer</p> <p>Pupils will be learning about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They will complete a bridge-building engineering challenge to create a bridge prototype.</p>	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • A New Year Carol • You've Got a Friend <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing • Improv 	<p>Inuit</p> <p>Pupils will be learning about the Inuit way of life, including some of their cultural and artistic traditions.</p> <p>Environmental Artists</p> <p>Pupils will be learning about the genre of environmental art. They will study how artists create artwork that addresses social and political issues related to the natural and urban environment. They will work collaboratively to create artwork with an environmental message.</p>	<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • Variables in games • Spreadsheets

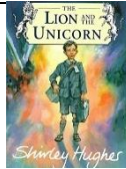
SUMMER TERM

Writing:

Books we will be studying:



Letters from the Lighthouse



The Lion and the Unicorn

Genres of writing taught:

- Characterisation in stories
- Recount—diary
- Explanation texts
- Campaign
- Arguments - balanced

Skills we will be focusing on:

Narrator's voice for thoughts / feelings / intentions.
 Punctuation for effect.
 Wide range of sentence structures (including parenthesis).
 Using of appropriate and purposeful layout (precision, purpose and audience).
 Introduce, link and conclude texts effectively.
 Using language to support formality.
 Using the full range of devices to create text cohesion.
 Punctuation to clarify meaning.
 Sentence structure and combinations for a range of effects.
 Convincing language choices.

Maths:

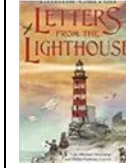
Geometry:

Shape (measure and classify angles, vertically opposite angles, angles in a triangle, missing angles, angles in quadrilaterals, angles in polygons, circles, parts of circles)
Position and direction (first quadrant, read and plot points in four quadrants, translations, reflections)
Investigations (using all known facts and consolidation)

Children will also continue revise and revisit previously taught topics.

Reading:

Books we will be enjoying:



Skills we will be focusing on:

- **Vocabulary** (explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph)
- **Retrieve** (retrieve, record and present information from a wide variety of non-fiction texts and ask my own questions and follow a line of enquiry)
- **Inference** (giving more than one piece of evidence to support each inference made and draw evidence from different places across the text)
- **Predict** (confirm and modify predictions in light of new Information)
- **Summarise** (make comparisons across different books and summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs)

Science:







Electrical Circuits and Components

Pupils will be learning about electrical circuits, their components and how they function. They will recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They will combine their learning to design and make programmable home devices.



Light Theory

Pupils will be learning about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They will explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.

Geography:	History:	RE & PSHE:	PE:	
<p><i>Geography is not taught within an explicit topic this term.</i></p> <p><i>Pupils will continue to retrieve their geographical knowledge from last term via regular retrieval practice. They will also utilise some of their geography skills in their History lessons.</i></p>	 <p>Britain At War</p> <p>Pupils will be learning about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p>	<p>PSHE:</p> <p>The topics we will be exploring from the 'Relationships' strand this term:</p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> <ul style="list-style-type: none"> • That people have different kinds of relationships in their lives • How growing up and becoming more independent comes with increased opportunities and responsibilities • How friendships change as we grow and how to manage this • Healthy and unhealthy relationships – gang culture – knife crime – county lines • Managing change, moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via the following dispositions:</p> <ul style="list-style-type: none"> • Expressing joy • Appreciating beauty • Curious and valuing knowledge • Being reflective and self-critical 	<p>Pupils have 2 PE lessons per week and should wear their PE kit on their allocated PE day.</p> <p>In the first half term, our topics will be:</p> <ul style="list-style-type: none"> • Rounders (bowling action, batting technique, stumping a batter out, variety of fielding techniques, long and short barriers in fielding) • Tennis (forehand and backhand groundstroke, volleying technique, accuracy of underarm serve, use official scoring system, employ tactics to outwit an opponent) <p>In the second half term, our topics will be:</p> <ul style="list-style-type: none"> • Athletics (setting a steady pace, sprinting techniques, develop power, control and technique, throwing with force and accuracy, officiating skills of measuring, timing and recording) • Network (passing and moving skills, attacking principles of creating and using space, changing direction and losing a defender, defending ball side, interceptions and shooting action) 	
Computing:	Music:	Art & Design:		
<p>Pupils will be completing two computing units this half term:</p> <ul style="list-style-type: none"> • 3D modelling • Sensing 	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> • Music And Me • Reflect, Rewind, Replay <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> • Voice • Recorders/glockenspiels/keyboards • Composing 	 <p>Distortion And Abstraction</p> <p>Pupils will be learning about the concepts of abstraction and distortion. They will study the visual characteristics of abstraction and create a musically-inspired, abstract painting.</p>  <p>Bees, Beetles And Butterflies</p>		 <p>Make Do And Mend</p> <p>Pupils will be learning about a range of simple sewing stitches, including ways of recycling and</p>

	<ul style="list-style-type: none">• Improv	Pupils will be learning about sketchbooks, observational drawing, mixed media collage and Pop Art. They will consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.	repurposing old clothes and materials.
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