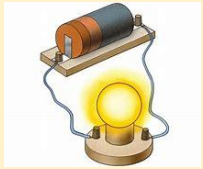
Year 6 Curriculum Overview

Subject	Autumn Term First Half	Autumn Term Second Half	Spring Term First Half	Spring Term 2 Second Half	Summer Term First Half	Summer Term Second Half
Science   	Electricity We 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, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.	Light We will: Recognise that light appears to travel in straight lines 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 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Animals including humans We will: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	Living things and their habitats We will: 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 Give reasons for classifying plants and animals based on specific characteristics.	Evolution and Inheritance We 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 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
Geography  	What is life like in Brazil? During this unit, we will develop our knowledge of North and South America and particularly the country of Brazil. We will utilise maps and globes. We will investigate the differences between living		Where does energy come from? During this unit, we will be looking at the distribution of natural resources, in particular, energy. We will understand the difference between fossil fuels and renewable energy and know some countries which are		Why is Ireland divided? During this unit we study both geographical and historical aspects of Ireland and why it is a divided island today. We investigate the provinces and counties which make up Ireland. Identity and rebellion are studied as themes	

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	in the UK and living in Brazil, including the key aspects of human geography - types of settlement, land use, economic activity, trade links.		energy rich. We will also describe the environmental impact of energy use.		throughout history and the impact these have had on the UK and Ireland. The unit is enriched with a 5 day residential visit which incorporates a visit to Kilmainham goal, Croke Park, Newgrange and Monasterboice.	
History   		Why do we call the Maya "Mysterious"? We will learn about what Mayan life was like and the impact they had on the world. Furthermore, we will consider why they were described as an advanced society in relation to that period of time in Europe.		Why do people migrate to Britain? During this unit, we will look at some of the country's immigrants migrate to Britain from. We will also understand why immigrants have travelled to Britain in the past and why they continue to today.		Why is Ireland divided? During this unit we study both geographical and historical aspects of Ireland and why it is a divided island today. We investigate the provinces and counties which make up Ireland. Identity and rebellion are studied as themes throughout history and the impact these have had on the UK and Ireland. The unit is enriched with a 5 day residential visit which incorporates a visit to Kilmainham goal, Croke Park, Newgrange and Monasterboice.
Art / D and T 	**Sun Masks** Skills: Observing, Papier Mache, painting, modelling, collage. Imagination. Knowledge: Jane Ray – illustrator Ellie Simmonds - Artist	Car Challenge – Electricity Using the skills developed throughout KS1 and KS2 the children will be set a challenge to build a prototype electric powered vehicle to win a race. They will add an electric circuit gears, pulleys, and axels to try to make the winning vehicle	Fish Skills: Life drawing, oil pastel, wire sculpture, printing, presenting work in a sketch book Artists: Naoki Hayashi Celebrating Cultures	Program and Control Using Lego the children will be set a series of challenges to build and program Lego models. We will then visit the Lego innovation centre to extend our skills using Lego robotics. Paper Engineering	Celtic & Neolithic Art Skills: Co-ordination, observational, enquiry, composition and printing. Keeping a visual diary showcasing art skills. Artists: Celtic and Neolithic artists Cannock Chase	Production Marketing Linked to our end of year play, we will make props, costumes and programmes using all the D and T skills we have developed. Production Marketing Linked to our end of year play, we will make props, costumes and programmes using all the D

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						and T skills we have developed.
PE	Invasion Games Handball / Netball / Basketball / Tag Rugby / Sportshall Athletics Children build on their knowledge of different invasion games and apply those principles in different invasion games. Children take part in a greater number of competitive games and work in a team to outwit an opponent. Children take part in a decathlon of sportshall athletics events and work on achieving their own personal bests.		Dance Children work in small groups and create a dance motif that tells a story through movements. Children should incorporate a range of different dance moves and use different levels.	Gymnastics Children use a range of movements they have built upon in previous years and create different sequences to include travels, jumps, dismounts and balances in pairs and small groups.	Striking and Fielding Children continue to apply throwing, catching and striking skills in competitive game like environments through cricket and rounders. Children should improve consistency and be able to apply some tactical understanding.	Traditional Summer Athletics / Tennis Children continue to practice and try and achieve their personal best in running, jumping and throwing events. Short tennis games and skills with focus on learning correct forehand and backhand technique, and then applying them to competitive games to try and outwit an opponent.
MFL	Phonetics 4 To introduce the sounds eau eux é è e Les Instructions Children will explore key classroom instructions and language to be used by both teachers and children. At school Children will be able to: • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Explore the irregular, high frequency verb 'aller' (to go) in full		Planets Children will learn: • A key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements • To create longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. • To perform a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition At the weekend By the end of this unit children will be able to: • Tell the time in French using quarter past, half past and quarter to. • Say and write in French what we do at the weekend using two or more sentences.		Habitats By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. Me in the World In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries.	

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			• Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences			
RE	Theme: Beliefs and Practices **Key Question:** What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation **Key Question:** Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christainity	Theme: Beleifs and Meaning Concept: Salvation **Key Question:** Is anything ever eternal? Religion: Christainity	Theme: Easter Concept: Gospel **Key Question:** Is Christianity still a strong religion 200 years after Jesus was on Earth? Religion: Christainity	Theme: Beliefs and Moral Values **Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	
Music	A New Year Carol All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. We will research Benjamin Britten's life and listen to many of his other works	What a Performance! Using our voices as instruments, we will develop our abilities to sing in parts in order to develop an effective performance for our Christmas concert. We will think closely about our performance, particularly when singing in small groups or as a soloist.	You've got a friend The learning in this unit is focused around one song: You've Got A Friend by Carole King. The song has a strong theme of friendship having no boundaries, and always being there for one another. Our learning will also involve listening to other songs with a strong message. . .	Music and Me Music and Me focuses on inspirational women working in music. We will explore the concept of 'identity' – the various elements that shape us. We will try out different ways of making our own music, while exploring the work of some of the most influential women in music over the last 100 years. Four British female contemporary artists are studied: • Shiva Feshareki: • Eska Mtungwazi: • Afrodeutsche: • Anna Meredith	Reflect, rewind and replay Building on from our learning in Y5, we will study the history of music in context.	What a performance! Year 5 and 6 will present an end of term musical to showcase their performing skills. Year 6 will learn performance skills from Graham Tudor, who has starred in West End musicals.
PSHE	Being me in my world	Celebrating difference Perceptions of	Dreams and Goals	Healthy Me Taking personal	Relationships Mental health	Changing Me Self-image

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	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	responsibility How substances affect the body Exploitation including county lines and gang culture Emotional and mental health Managing stress	Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Body-image Puberty and feelings Conception and pregnancy Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Computing	**Digital Life** (E-Safe) In this unit the pupils will think about their use of digital media. They will first create their own web of media use and think about the associated vocabulary of the digital media they use such as blog. Finally, the pupils will think about the benefits of the different digital media types and how we should consider time spent in using these for our health benefits. **Scams and Schemes** (E-Safe) This unit builds on from Year 4 and 5 thinking about the information we need to keep private but looks more at scams and schemes that might trick us. Pupils will look at the tactics used in different types of scams and consider how we can prevent this happening to us. The pupils will also consider what they should do if they feel they have been affected by a scam. Pupils will finally create their own phishing email scam.		**Spreadsheet Modelling** (Creative) This unit builds on the Year 5 understanding of spreadsheets. The pupils will learn more about the use of formula to solve a problem and how they can format their spreadsheet to fit a purpose of presenting information for an audience. Pupils will then create their own spreadsheet using appropriate formula to solve a given problem.		**Reasoning – Game Design** (Computer Scientist) This unit builds on from Year 5 as the pupils will continue to write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Pupils will look at how they can build in different types of code to create a game format. Pupils will use Scratch to effectively plan, design and build complex code that uses pseudocode, cloning and conditional operators (Boolean).	