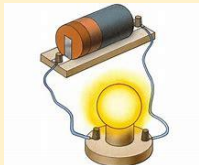







Year 6 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science   	<u>Animals including humans</u> <p>We will:</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<u>Living things and their habitats</u> <p>We will:</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>	<u>Electricity</u> <p>We will:</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>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>Use recognised symbols when representing a simple circuit in a diagram.</p>	<u>Light</u> <p>We will:</p> <p>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>	<u>Evolution and Inheritance</u> <p>We will:</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>	
Geography  	<u>What on Earth are biomes?</u> <p>During this unit, we will gain knowledge of the main biomes on earth, understand what constitutes a biome, use latitude and longitude to locate biomes before completing an in-depth study of a focus biomes</p>		<u>How does climate change affect our world?</u> <p>During this unit, we will be looking at the environmental impact of global warming, what causes or accelerates it, how it impacts on life on earth and discover ways in</p>		<u>Why is Ireland divided?</u> <p>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.</p>	

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	climate, conditions, flora and fauna.		which we can have a positive impact.		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 and Monasterboice.	
History   		<u>Why should we thank the Greeks?</u> During this unit, we will learn about the legacy of the ancient Greek civilisation and how the culture of the time is still relevant in modern society. Topics will include democracy, sport, language and literature, art and architecture.		<u>WWII - What was the home front?</u> During this unit, we will discover the meaning on Britain's home-front, the part it played during the war, the role of women and how this changed the view of women and work and experience what it was like to live during this period in history.		<u>Why is Ireland divided?</u> 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, and Monasterboice.
Art / D and T	<u>Celebrating Art</u> Skills: Observing, Papier Mache, painting, modelling, lettering. Imagination. Knowledge: artist appreciation, History of Greek Urns, Grayson Perry.	<u>Car Challenge - Electricity</u> 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.	<u>Fish</u> Skills: Life drawing, oil pastel, wire sculpture, printing, presenting work in a sketch book. Knowledge: Naoki Hayashi, history of Japanese fish printing,	<u>Program and Control</u> 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	<u>Celtic Art</u> Skills: Co-ordination, observational, enquiry, composition and printing. Keeping a visual diary preparing different surfaces. Drawing, collage. Knowledge: Celtic Art, Irish Ancient High Cross.	<u>Production Marketing</u> Linked to our end of year play, we will design programme covers using all the D and T skills we have developed. Production Marketing

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		They will add an electric circuit gears, pulleys, and axels to try to make the winning vehicle		extend our skills using Lego robotics.		Linked to our end of year play, we will make props, costumes and programmes using all the D and T skills we have developed.
PE	<u>Handball / Netball / Basketball / Sportshall Athletics</u> 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.		<u>Dance</u> 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.	<u>Gymnastics</u> 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.	<u>Striking and Fielding</u> 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.	<u>Traditional Summer Athletics</u> Children will practice traditional athletics events, before deciding who will take part in each one for their house teams at sports day.
MFL	<u>Tout sour moi final!</u> They will begin to explore the different countries that speak French around the world. Children will recap the learning of numbers to 60 and then 100. Children will revisit their learning of greetings, their name, age, if they have any brothers and sisters and where they live in French. They will practise conversations playing a key focus on ensuring they can ask questions correctly. Children will focus on how they say he/she in French when discussing these different key phrases. Children will then move on to learn to name different sports in French. They will also learn how to be able to ask and answer other what their favourite sport is. Children will also learn to name different hobbies in French and they will be able to say what hobbies they like and dislike. They will also be able to discuss what sports/hobbies their friends like/dislike.		<u>C'est la vie final!</u> In this unit children will revisit their learning all about school. To take their learning further they will children will be saying what subjects take place where in the school. Following this, children will start their new learning of time. They will apply this learning of time to be able to create a journal of what they do in a day revisiting some key clauses and learning some new ones. They will incorporate their learning of school subjects to create a school timetable. Children will then apply their new learning of time and use it alongside their learning of numbers to 60 to explore the clock as a part of a maths lesson on time.		<u>Sortir et à propos final!</u> Children will be able to say what clothes are suitable in which weather conditions. Children will be able to build upon their French Grammar by being able to use 'if' and 'when' clauses relating to the weather and clothes. Children will then begin to learn the different parts of the UK. Children will also be able to name some countries that speak French around the world and relate this to their understanding of the importance of learning to speak French in other countries. Children will then learn the French version of continents around the world including discussing the equator. They will also learn to describe weather around the world. Children will then revisit their learning on pets and will learn the French for some more exotic animals they may find around the world. Children will then link their new knowledge of animals around the world to locating which continent they were from.	

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RE	<p><u>Theme:</u> <u>Beliefs and Practices</u></p> <p><u>Key Question:</u> What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p><u>Theme:</u> <u>Christmas</u></p> <p><u>Concept:</u> Incarnation</p> <p><u>Key Question:</u> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>	<p><u>Theme:</u> <u>Beliefs and Meaning</u></p> <p><u>Concept:</u> Salvation</p> <p><u>Key Question:</u> Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p><u>Theme:</u> <u>Easter</u></p> <p><u>Concept:</u> Gospel</p> <p><u>Key Question:</u> Is Christianity still a strong religion 200 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p><u>Theme:</u> <u>Beliefs and Moral Values</u></p> <p><u>Key Question:</u> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p>	
Music	<p><u>A New Year Carol</u></p> <p>All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p> <p>We will research Benjamin Britten's life and listen to many of his other works</p>	<p><u>What a Performance!</u></p> <p>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.</p>	<p><u>You've got a friend</u></p> <p>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.</p>	<p><u>Music and Me</u></p> <p>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:</p> <ul style="list-style-type: none"> • Shiva Feshareki: • Eska Mtungwazi: • Afrodeutsche: • Anna Meredith 	<p><u>Reflect, rewind and replay</u></p> <p>Building on from our learning in Y5, we will study the history of music in context.</p>	<p><u>What a performance!</u></p> <p>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.</p>
PSHE	<p><u>Being me in my world</u></p> <p>Identifying goals for the year Global citizenship</p>	<p><u>Celebrating difference</u></p> <p>Perceptions of normality Understanding disability Power struggles</p>	<p><u>Dreams and Goals</u></p> <p>Personal learning goals, in and out of school Success criteria</p>	<p><u>Healthy Me</u></p> <p>Taking personal responsibility</p>	<p><u>Relationships</u></p> <p>Mental health</p>	<p><u>Changing Me</u></p> <p>Recap Year 5 learning Conception Consent</p>

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	Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	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	Pregnancy
Computing	<u>Digital Life</u> (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.	<u>Spreadsheet Modelling</u> (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.		<u>Reasoning - Game Design</u> (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).		
	<u>Scams and Schemes</u> (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.					