



Curriculum Overview – Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Question	Can there be any winners in war? Launch: Spy day- code cracking Other WOW activities: Supporting texts: Letters from a lighthouse/ The Lion, the Witch and The Wardrobe A Christmas Truce		Is change necessary? Launch: Other WOW activities: Supporting texts: Darwin's Dragon,		Our futures – what kind of citizen of the future will you be? Other WOW activities: London Residential Final event: End of term performance Supporting texts: Boy in the tower, Dare to be you, Wonder, Ella on the outside	
Mathematics	Place value addition and subtraction multiplication and division	Multiplication and division Fractions Converting units	Ratio Algebra decimals	Fractions Decimals and percentages Area, perimeter and , volume Statistics	Shape Position and direction	Themed projects, consolidation and problem solving
English	Fear / suspense: The Blitz – not so brave after all Diary extract: Evacuee's diary Narrative characterising speech: Surviving the air raid Narrative: Evacuee's story	WW2 poetry Newspaper report : Normandy invaded A Christmas Truce	Place value of Punctuation Chronological report= fictional Galapagos creatures Characterising speech	Recount: diary entry _ Darwin Instructions Narrative	Explanation text- circulator SATS	Persuasive advert Recount
Science	Electricity <ul style="list-style-type: none"> 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 	Light <ul style="list-style-type: none"> 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 	Evolution and inheritance <ul style="list-style-type: none"> 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 	Living things and their habitats <ul style="list-style-type: none"> 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.	Animals including humans <ul style="list-style-type: none"> 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 	

	Use recognised symbols when representing a simple circuit in a diagram.	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.	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	
Geography	Human and physical geography Skills and field work.		Human geography Conservation areas focusing on the Galapagos islands What makes the Galapagos worth saving?		Human Geography, Skills and fieldwork Economic activity and the distribution of natural resources Tuna or not tuna?	
History	WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A turning point in British History – WW2		Benin – What sort of place was Benin 1,000 years ago and how do we know?		The Cornish Rebellion An Gof: Hero or Villain?	
Computing	Communication and collaboration Computer systems and contexts	3D modelling Digital medial and cross curricular	Web Page creation Digital media and cross curricular	Spreadsheets Data information / cross curricular	Variables in gaming	Sensing with microbits
P.E.	Rugby			OAA	Swimming Athletics	Striking and fielding
P.S.H.E.	Me and my relationships <ul style="list-style-type: none"> Working together Let's negotiate (OPTIONAL) 	Rights and respects <ul style="list-style-type: none"> Two sides to every story Fakebook friends 	Valuing difference <ul style="list-style-type: none"> OK to be different We have more in common than not 	Being my Best <ul style="list-style-type: none"> This will be your life! Our recommendations 	Keeping safe <ul style="list-style-type: none"> Think before you click! 	Growing and changing <ul style="list-style-type: none"> I look great! Media manipulation

	<ul style="list-style-type: none"> • Solve the friendship problem • Dan's day (OPTIONAL) • Behave yourself • Assertiveness skills (formerly Behave yourself - 2) • Don't force me • Acting appropriately 	<ul style="list-style-type: none"> • What's it worth? • Jobs and taxes (OPTIONAL) • Happy shoppers - caring for the environment • Action stations! (OPTIONAL) • Project Pitch (parts 1 & 2) (OPTIONAL) • Democracy in Britain 1 - Elections • Democracy in Britain 2 - How (most) laws are made • Community art (OPTIONAL) 	<ul style="list-style-type: none"> • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes 	<ul style="list-style-type: none"> • What's the risk? (1) • What's the risk? (2) • Basic first aid, including Sepsis Awareness • Five Ways to Wellbeing project 	<ul style="list-style-type: none"> • It's a puzzle (OPTIONAL) • To share or not to share? • Rat Park • What sort of drug is...? • Drugs: it's the law! • Alcohol: what is normal? • Joe's story (part 1) (OPTIONAL) • Joe's story (part 2) (OPTIONAL) 	<ul style="list-style-type: none"> • Pressure online • Helpful or unhelpful? Managing change • Is this normal? • Making babies • What is HIV? (OPTIONAL)
R.E.	Why is the Torah so important to Jewish people?	2b.2 Creation / Fall: Creation and science: Conflict or complementary? (Christianity)	Why do Hindus want to be good?	2b.6 SALVATION: What did Jesus do to save human beings? Easter OR: 2b.7 SALVATION: What difference does the resurrection make to Christians? Easter	2b.8 KINGDOM OF GOD: What kind of King is Jesus? OR: 2b.3 PEOPLE OF GOD: How can following God bring freedom and justice?	How does faith help people when life gets hard?
Art and Design	Drawing <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media • Identify artists who have worked in a similar way to their own work • Develop ideas using different or mixed media, using a sketchbook 		Painting <ul style="list-style-type: none"> • Create shades and tints using black and white • Choose appropriate paint, paper and implements to adapt and extend work • Carry out preliminary studies, test media and materials and mix appropriate colours • Work from a variety of sources inc. those researched independently 		Collage <ul style="list-style-type: none"> • To be expressive and analytical to adapt, extend and justify artwork 3d form (linked to D&T) • Develop skills in using clay inc. slabs, coils, slips etc • Make a mould and use plaster safely • Create sculpture and constructions with increasing independence 	

	<ul style="list-style-type: none"> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape <p>Textiles</p> <ul style="list-style-type: none"> Awareness of the potential of the uses of material Use different techniques, colours and textures etc when designing and making pieces of work <p>Focus Artists- WW2 war artists,</p>		<ul style="list-style-type: none"> Show an awareness of how paintings are created (composition) <p>Printing</p> <ul style="list-style-type: none"> Describe varied techniques Be familiar with layering prints Be confident with printing on paper and fabric Alter and modify work Work relatively independently <p>Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2)</p>		Drawing skills applied through drawing/sketching (visible in sketchbooks – KS2)	
Music	First Access	First Access	Unit: World Unite <i>Musical focus: Step Dance Performance</i>	Unit: Journeys <i>Musical focus: Song Cycle Performance</i>	Unit: Growth <i>Musical focus: Street Dance Performance</i>	Moving On <i>Musical focus: Performance</i>
DT	<p>Textiles/Sheet Materials</p> <p>Create 3D products using pieces and seam allowance. Pin and tack fabric pieces together. Join fabrics using back stitch, blanket stitch or machine stitching. Make quality products.</p> <p>Sheet Materials</p> <p>Use craft knife ,cutting mat and safety ruler under one to one supervision.</p> <p>Food</p> <p>Know the properties of ingredients and sensory characteristics. Understand how to feed now and in the future. Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales. Cut and shape ingredients (eg grating) Join and combine foods (beating or rubbing in)</p>				<p>Construction / Technical Knowledge</p> <p>Use bradawl to mark hole positions. Build frameworks using a range of materials (eg wood, card and corrugated plastic to support mechanisms). Choose materials based on their functional purposes and aesthetic qualities. Apply their understanding on how to strengthen and stiffen more complex structures. Understand and use mechanical systems (gears, pulleys, cams, leverages and linkages).</p> <p>Food</p> <p>Know the properties of ingredients and sensory characteristics. Understand how to feed now and in the future. Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing. Weigh and measure using scales. Cut and shape ingredients (eg grating) Join and combine foods (beating or rubbing in)</p>	

