

Year 6 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Topic: Sculpture- Mayan masks Knowledge: Research Mayan art and culture Skills: Combine slabwork and several pieces Add intricate detail/texture</p>	<p>Topic: Mixed Media -Paint, pencils, pen, pastels Knowledge: Study artists with reference to historical/ cultural contexts Skills: Explore techniques using and combining more than one medium. (for example, pen and paint)</p>	<p>Topic: Drawing- still life Knowledge: To understand principles of scale and proportion Skills: Explore composition and scale Apply a range of techniques for effect -create reflection</p>	<p>Topic: Painting- urban art Knowledge: Study artists/art with reference to historical/cultural contexts Skills: Explore techniques using different types of paint-acrylics</p>	<p>Topic: Mixed media-paint, pastels, pen, pencils Lady of Shallot link Knowledge: Learn to follow a specific design brief Create for an audience Skills: Reflect and evaluate Use different techniques, colours and textures. Adapt and improve work</p>	
Computing	<u>Communication and Collaboration</u>	<u>Spreadsheets</u>	<u>Webpage Creation</u>	<u>Variables in Games</u>	<u>Sensing Movement</u>	<u>3D Modelling</u>
DT	<p>Topic 1 : Christmas textiles Knowledge: Design, sew and evaluate a decoration for the tree Skills: Develop a wider range of sewing techniques Choose specific stitches for a purpose Develop aesthetic appeal of a product</p>		<p>Topic 2 : Healthy eating Knowledge: Designing and making a healthy meal Skills: Understand seasonality Understand where and how ingredients are grown, reared, caught and processed Budgeting and adapting recipes Further develop accurate cooking skills Applying the use of a heat source for a specific outcome</p>		<p>Topic 3: Fairground rides using computer controlled technology Knowledge: Designing and making a fairground ride Develop a programme to control a fairground ride Skills: Construct and evaluate Write and use control technology programmes to control motors Use materials to strengthen and stiffen Apply knowledge of motors and batteries Trips/enrichment opportunities: Trip to Paulton's Park to see rides and for a Control technology workshop</p>	

Year 6 Curriculum overview

<p>English</p>	<p>Place value of Grammar</p> <p>Topic: Superhero Explanation Page Purpose: To explain and entertain Audience: KS 2 Pupils Register: Informal, chatty tone but a shift to formal/ technical when explaining features – 2nd person</p> <p>Class Reader: Holes by Louis Sachar</p>	<p>Topic: Maya Non-Chron Report Purpose: To inform Audience: KS 2 Pupils Register: Formal, expert tone, impersonal</p> <p>Topic: Action story Purpose: To entertain Audience: KS2 Pupils Register: Authorial style of Catherine Johnson</p> <p>Class Reader: Wonder by R J Palacio</p>	<p>Topic: Suspense – In the shadows Purpose: Suspense Audience: KS2 Pupils Register: Authorial style</p> <p>Topic: Macbeth Persuasive letter Purpose: To persuade Audience: Macbeth or Lady Macbeth Register: Formal, historical tone</p> <p>Class Reader: Macbeth by William Shakespeare</p>	<p>Topic: Rainforest Diary Purpose: to recount events. Audience: Yourself Register: Informal, chatty, 1 st person</p> <p>Topic: Balanced argument Purpose: to inform Audience: school children Register: informal but knowledgeable and impartial</p> <p>Class Reader: The Explorer by Katherine Rundell</p>	<p>Topic: Explorer Narrative Purpose: To entertain Audience: children Register: narrative vs dialogue to develop character and move the action on</p> <p>Topic: Own Animal Non-Chronological Report Purpose: To inform Audience: A tourist (on safari to Pandora) Register: informative</p> <p>Class Reader: The Boy in the Striped Pyjamas by John Boyne</p>	<p>Topic: Themepark Persuasive Brochure Purpose: to persuade Audience: Parents Register: Semi formal</p> <p>Class Reader: Year 6 Big City Read</p>
<p>French</p>	<p>Phonics 1 to 4 Knowledge: Learn key French sounds</p>	<p>Topic: At school Knowledge: Rooms in a school Objects in a school</p>	<p>Topic: At the weekend Knowledge: Tell the time in French using quarter past, half</p>	<p>Topic: Vikings Knowledge: Name the six key periods of Ancient Britain in French.</p>	<p>Topic: Me in the world Knowledge: Say and spell some of the different countries and the relative capital cities</p>	

Year 6 Curriculum overview

		<p>Gender & articles 1st person (to live, to have) Negatives Conjunctions Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences</p>	<p>past and quarter to. • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences</p>	<p>Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French. Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences</p>	<p>in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences</p>
<p>History & Geography</p>	<p>Topic: Mayan Civilisation Knowledge: When Maya civilisation happened Who they were Where they originated Religion, number system, inventions and discoveries Everyday life</p>	<p>Topic: Rainforests and sustainability Knowledge: What is a rainforest? Where are they? Looking at rainfall, plants, animals, foods of the rainforest and how the rainforest caters for them The layers of the rainforest</p>			

Year 6 Curriculum overview

	<p>Why the empire ended so quickly Skills: Chronology Historical enquiry Interpretations of the past Construct informed responses</p> <p>Trips/enrichment opportunities: Mayan day Past Productions</p>		<p>Learn about the people of the rainforest Lifestyle/comparisons and differences between our life and theirs Learn what deforestation is and why it happens How it affects those in and outside of the area? How can it be sustainable?</p> <p>Skills: Using atlas and understanding how they are used 4, 6-grid reference and compass points</p>			
<p>Maths (Fluency, problem solving and reasoning included in all topics)</p>	<p>Topic: Number Round any number to given accuracy Negative numbers in context Recognise numbers in a variety of representations Order numbers with up to 3 dps Add and subtract multi-step problems to include missing digit problems and deciding what operation to use Formal multiply and divide to ThHTU by TU</p>	<p>Topic: Number Simplify fractions to lowest form Compare and order fractions including greater than 1 Add and subtract fractions with different denominations and mixed fractions Multiply fractions writing answer in simplest form Divide fractions by whole numbers Link fractions to decimals and percentages in context Solve multi-step problems involving reasoning an a</p>	<p>Topic: Number Work in decimals to times and divide by 10, 100, 1000 Multiply 1 digit numbers with up to 2 decimal places by whole numbers using an appropriate written method Solve problems with rounding to required accuracy Solve problems involving percentages Recall equivalences between Fractions, decimals and percentages</p> <p>Topic: Algebra</p>	<p>Topic: Measure Solve problems involving calculations and conversions of units Use, read and write conversions of standard units involving decimals with 3 dps Convert between miles and kilometers</p> <p>Topic: Area and Volume Recognise shapes and have same areas and different perimeters and vice-versa Use formula for volume and areas of parallelograms and triangles</p>	<p>Topic: Geometry Draw 2D shapes given dimensions and angles Compare and classify geometric shapes based on properties Recognise and use angles around a point and straight lines Find missing angles and understand corresponding angle notation</p> <p>Topic: Statistics Understand circles and definitions around them.; then</p>	<p>Topic: Real Life maths Theme park project Investigations and projects Spirals</p>

Year 6 Curriculum overview

	<p>Common factors, prime factors and prime numbers Perform mental calculations using all the above Use estimation and inverse to check answers</p>	<p>range of skills taught Topic: Geometry Describe and plot positions in all 4 quadrants Translate and reflect in context applying skills learnt</p>	<p>Use simple formulae Understand use and find sequences including the nth term Find pairs of numbers to satisfy and equation Enumerate possibilities and combinations of two variables</p>	<p>Topic: Number & Ratio Solve problems involving relative sizes, scale factors and unequal sharing applying skills from other areas of math</p>	<p>apply skills in problems Interpret and draw pie charts Calculate the mean as an average Topic: SATs revision</p>	
Music	<p>Topic: Dynamics, pitch and texture Knowledge and skills: engage in discussion around an orchestral piece, improvise as a group and consider dynamics/pitch, create a group composition Theme: Fingal's Cave</p>	<p>Topic: Theme and variations Knowledge and skills: perform rhythms confidently, identify the sounds of different instruments, use musical notation, keep a steady pulse, single and perform with control and confidence Theme: Pop art</p>	<p>Topic: Ukulele (learn an instrument) (Completed throughout the year due to resources) Knowledge and skills: perform in an ensemble; play an instrument with increasing accuracy, fluency and control; rhythm skills and notation (chords).</p>	<p>Topic: Delia Derbyshire (composer & composition) Knowledge and skills: listen and reflect on a piece of orchestral music; use musical vocabulary; create their own pieces using technology and found sounds. Cross curricular link: Computing</p>	<p>Topic: Leavers (performance) Knowledge and skills: perform as ensemble with full confidence and precision; develop an understanding of the context of music. Cross curricular link: Transition</p>	
RE	<p>Concept: The good life Knowledge: Humanism</p>	<p>Concept: Interpretation Knowledge: Christianity</p>	<p>Concept: Salvation Knowledge: Christianity Beliefs, religious practices Big picture:</p>	<p>Concept: Ritual Knowledge: Islam- hajj Beliefs, religious practices Big picture:</p>		

Year 6 Curriculum overview

	Beliefs, religious practices Big picture: Making links between religions What would make a 'Good Life' in each religion studied What is the same what is different?	Beliefs, religious figures, religious practices Big picture: Making links between religions What holy books are used in each religion? Why do most religions have them?	Making links between religions What would be considered as good and bad in each religion?	Making links between religions Discuss what religions have been studied while at Craneswater Make links across all four religions studied.		
PSHE	Topic: Vision and Values RRS Knowledge: Rules and routines Health and safety Mental health and wellbeing Growth mindset Skills: Setting goals Resilience Active listening Learning from experiences Self-regulation	Topic: Anti-Bullying Knowledge: Cyberbullying Safe use of the internet Individual responsibility Skills: Recognising and utilising strategies for managing pressure Persuasion Coercion and the need for peer approval Making decisions Empathy	Topic: Drugs education Knowledge: Smoking, drinking, legal/illegal drugs Health implications Legalities and consequences Skills: Identification, assessment and management of risk Recognising and utilising strategies for managing pressure Persuasion and coercion Critical, constructive self – reflection	Topic: First Aid Knowledge: Calling for help Basic first aid for head injuries Bleeding, choking and unresponsive people Skills: Making decisions Recalling and applying knowledge Self-organisation Communication	Topic: Relationships and Sex Education Knowledge: Different types of relationships Changes to the body How babies are made How babies are born Skills: Active listening Formulating questions	
PE	Throw tennis, benchball and fitness circuits	Dance- Mayans	Gymnastics	Dodgeball/ Kingball PE Shed games	Tag rugby	Rounders
	Playground games, Daily Mile	Endball into Netball	handball	cricket	Sports Day/Athletics	Tennis

Year 6 Curriculum overview

	intro and throwing and catching skills					
Science	<p>Topic: Electricity Knowledge: 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 Skills: All working scientifically skills with a focus on making predictions and</p>	<p>Topic: Light Knowledge: 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 Skills: All working scientifically skills</p>	<p>Topic: Living things and their habitats Knowledge: 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 Skills: All working scientifically skills with a focus on asking questions and interpreting and communicating results</p>	<p>Topic: Animals including humans Knowledge: 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 Skills: All working scientifically skills with a focus on recording data and evaluating</p>	<p>Topic: Evolution and inheritance Knowledge: 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 Skills: All working scientifically skills with a focus on asking questions, making predictions and interpreting and communicating results</p>	

Year 6 Curriculum overview

	observing and measuring	with a focus on setting up tests and interpreting and communicating			
--	-------------------------	---	--	--	--