



Year 6 Curriculum

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Subject	Autumn – Reflecting on the Past -	Spring – Nature	Summer – Discoveries
English	World War 2 Text – Adolphus Tips Entertain - Diary Entertain – Comic Strip Inform - Research and present Entertain – Nativity Poetry	Explorers Text – Race to the frozen North Entertain – Portal Story Persuade - Letter	Mayans Text – The Great Kaypok Tree Inform – Newspaper Discuss – Balance Argument
Maths	<ul style="list-style-type: none"> Place value Four operations Fractions Converting Units 	<ul style="list-style-type: none"> Ratio Algebra Fractions, Decimals, Percentages Perimeter, area & volume Statistics 	<ul style="list-style-type: none"> Shape Position and Direction Consolidation Themed Projects
History	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Why did WWII start? How did life in Britain change during the war? Timeline of events during the war. Achievements of significant people during the war. 	<ul style="list-style-type: none"> We will know more about what life was like in Edwardian times to enable us to understand the achievements of Shackleton and his men. Could look at history of navigation? Build on work done in Legacies?? Other events of the period – WW1. Continuity and Change Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300. Put events and people on a timeline Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data



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		<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others 	<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data Identify and give reasons for historical events, situations and changes
Geography	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Which countries were involved in the war? Locations and borders Land use – why were certain area bombed? Why were evacuees sent to 	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Human & Physical Geography</u>	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Human & Physical Geography</u>



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	<p>the countryside? Why was Britain more vulnerable from air attacks?</p>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains</u>, volcanoes and earthquakes, and the water cycle <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: <u>climate zones, biomes and vegetation belts</u>, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Science	<p>Light (6)</p> <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 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 	<p>Animals including humans (6)</p> <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 way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans <p>Evolution and inheritance (6)</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about 	<p>Evolution and inheritance (6)</p> <ul style="list-style-type: none"> 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 <p>Living things and their habitats (6)</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics Describe how living things are classified into broad groups



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	Electricity (6) <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 use recognised symbols when representing a simple circuit in a diagram 	<p>living things that inhabited the Earth millions of years ago</p>	<p>according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>
Art/DT	Drawing (Underground Shelters) Henry Moore <ul style="list-style-type: none"> use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. 	Printing – (Arctic and Explorers) <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. 	Painting (Rainforest) John Dyer Working with Colour: <ul style="list-style-type: none"> - Build on previous work with colour by exploring intensity - Introduce acrylic paint - Develop watercolour techniques - Explore using limited colour palettes - Investigate working on canvas experiment with colour in creating an effect



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	Collage - WW2 Silhouettes <ul style="list-style-type: none"> add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. 		<ul style="list-style-type: none"> Mark make with paint (dashes, blocks of colour, strokes, points) <p>Develop fine brush strokes</p> <p>Textiles Create a piece textile collage inspired by the rainforest.</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
	Spitfires (3D modelling) <ul style="list-style-type: none"> Use objects around us to form sculptures Use wires to create malleable forms Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc). 	Kendal Mint Cake <ul style="list-style-type: none"> Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage Measure accurately Work out ratios in recipes 	Sculptor (Clay rainforest Animals) <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture;

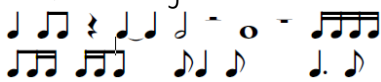


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			use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
RE	<p>UC: Creation Creation and Science: conflicting or complementary?</p> <p>UC: Kingdom of God What kind of king is Jesus?</p>	<p>EP: Other faiths How does tawhid create a sense of belonging in the Muslim community?</p> <p>UC: Salvation What difference does the resurrection make for Christians?</p>	<p>Other Faiths: What is a good life? Do you have to be religious to lead a good life?</p> <p>Other faiths: Are freedom and justice important in the world?</p>
PE	<p>Autumn 1 - Floor Gymnastics – Develop flexibility, strength, technique, control and balance. P Sport – Netball</p> <p>Autumn 2 - Dance – Movement patterns and comparing performances. P Sport – Hockey</p>	<p>Spring 1 - Multi Skills & Fitness Circuits Develop flexibility, strength, technique, control and balance. P Sport – Tag Rugby</p> <p>Spring 2 - Gymnastics (including apparatus) – Develop flexibility, strength, technique, control and balance. P Sport – Cricket</p>	<p>Summer 1 – Rounders P Sport – Tennis</p> <p>Summer 2 – Athletics –track and field, include sports day prep Orienteering P Sport – Football</p>
Computing	<p>Keyboard skills Doorway typing – weekly practice</p> <p>Spreadsheets Theme park business simulation: Cell references; Formulae including Sum. Format cells. Fill down. Fill series. Charts.</p> <p>Staying safe online</p>	<p>Keyboard skills Doorway typing – weekly practice</p> <p>Scratch: variables; operators; join; ask, random number; broadcast message Repeat and pen blocks with operators to draw polygons.</p> <p>Research and presentation</p>	<p>Keyboard skills Doorway typing – weekly practice</p> <p>Control and sensing Computer components Sensors Microbits or Flowol</p>



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	Intranet/Internet. Personal information Data security Photo sharing – what the law says. Friendships & Social media Cyberbullying Mobile phones Managing your time online	What are websites? How does online search work? Judging reliability. Making notes. Desktop publishing - brochure with Publisher	Exploring data – complex enquiries: Junior Viewpoint Victorians database. Searching using < and > and charts
Music	<ul style="list-style-type: none"> Sing, read and write these notes so, la, ti, do re mi fa so la ti do' and CDEFGABC'D Read music in $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ Read these rhythms  <p>I can improvise, create and play</p> <ul style="list-style-type: none"> Rhythm patterns, melodies, new verses, sound effects and accompaniments for songs. <p>I can</p> <ul style="list-style-type: none"> Write about or show with movement how music makes me feel. Listen to music and sing songs and tell about the places they're from. 	<ul style="list-style-type: none"> Begin learning xylophone. E, G, A Identify and classify classroom and orchestral instruments. Identify Orff instruments SX, AX, BX, etc. Identify and play instruments <p>I can identify, define and perform</p> <ul style="list-style-type: none"> .. pp p P F f ff • crescendo, decrescendo adagio, andante, moderato, allegro, presto, prestissimo, fermata staccato, legato and accent 	<ul style="list-style-type: none"> Define and use phrase form, repeat signs, 1st and 2nd endings, coda, D.S., D.C., fine. Describe ABA, AABA, rondo, theme and variations, verse chorus. Use and create rhythmic and melodic ostinato. <p>I can</p> <ul style="list-style-type: none"> sing, move, and play instruments <p>As an Audience I can</p> <ul style="list-style-type: none"> describe and demonstrate good performance and concert etiquette.
French	<ul style="list-style-type: none"> At School (Progressive) 	<ul style="list-style-type: none"> Healthy Lifestyles (Progressive) 	<ul style="list-style-type: none"> The Weekend (Progressive)
<ul style="list-style-type: none"> PSHE/RSE 	<ul style="list-style-type: none"> Water Safety 	<ul style="list-style-type: none"> Stealing 	<ul style="list-style-type: none"> Conception and Puberty



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	<ul style="list-style-type: none"> • Safety Summative Assessment • Alcohol • Keeping/Staying Healthy Summative Assessment • Image Sharing • Computer Safety Summative Assessment 	<ul style="list-style-type: none"> • Being Responsible Summative Assessment • Worry • Feelings and Emotions Summative Assessment • In-App Purchases • The Working World Summative Assessment 	<ul style="list-style-type: none"> • Growing and Changing Summative Assessment • British Values • A world without justice Summative Assessment • First Aid • First Aid Summative Assessment