

# Curriculum Overview- Year 6

**\*\*Questions to link learning to British Values\*\***

## LITERACY

AUTUMN		SPRING		SUMMER	
		* Complete Revision for SATs* Harry Potter/Percy Jackson			
1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
<p><b>*Tuesday/Hurricane RECOUNTS</b> Focus: journalism Task: write speech, playscripts, speech bubbles, direct and reported speech. Use modal verbs; learn about cohesion. Write newspaper reports.</p>	<p><b>Macbeth/The Tempest CLASSIC PLAYS</b> Focus: Introducing Shakespeare Task: study relative clauses &amp; prefixes/suffixes in context of Shakespeare's new words. Write and perform play scripts</p>	<p><b>*True or False/Stone Age Boy INFORMATION TEXTS</b> Focus: certainty and bias Task: look at remarkable facts, common beliefs and reference texts. Study modal verbs/adverbs and relative clauses</p>	<p><b>*PERSUASIVE WRITING</b> Focus: persuasive language Task: explore persuasive letters, adverts, protest songs and speeches. Deliver persuasive speeches.</p>	<p><b>The Steves ARGUMENT &amp; DEBATE</b> Focus: persuasion Task: learn effective argument and persuasion, written and spoken. Plus grammar: cohesion, paragraphs, commas.</p>	<p><b>Poetry- POEMS ON A THEME</b> Focus: cross curricular Task: using cultural poems to develop mastery of descriptive language, teach relative clauses and parenthesis and write own poems.</p>



## MATHEMATICS

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
<p><b>Place Value Part 1</b> Read, write, order and compare numbers to at least to 5 digit numbers and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><b>Algebra Part 1</b> Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically.</p> <p><b>Addition and Subtraction Part 1</b> Add and subtract numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p><b>Ratio and Proportion Part 1</b> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p><b>Multiplication and Division Part 1</b> Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and the notation for squared (<sup>2</sup>). Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</p> <p><b>Fractions Part 1</b> Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to two decimal places. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>1\ 4 \times 1\ 2 = 1\ 8</math>]</p>	<p><b>Geometry Part 1</b> Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Recognise, describe and build simple 2-D and 3-D shapes, including making nets. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p><b>Algebra Part 2</b> Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p>	<p><b>Addition and Subtraction Part 2</b> Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Multiplication, Division and Measures – Part 2</b> Multiply and divide numbers mentally drawing upon known facts. Recognise and use square numbers and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Convert between different units of metric measure. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p><b>Ratio and Proportion Part 2</b> Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p>	<p><b>Fractions – Part 2</b> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p><b>Statistics</b> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.</p> <p><b>Position and Direction Part 1</b> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Statistics Solve comparison, sum and difference problems using information presented in a line graph.</p>	<p><b>Place Value Part 2</b> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.</p> <p><b>Geometry Part 2</b> Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning and equal sides and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p><b>Position and Direction Part 2</b> Complete, read and interpret information in tables, including timetables. Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>



SCIENCE					
AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
<p>Properties and changes of Materials</p> <p><b>Special Effects Materials</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets</p>	<p>Earth and Space</p> <p><b>Space!</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Forces</p> <p><b>Welcome to Force-Land</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>Living Things and their Habitats</p> <p><b>The Classification Code</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p>	<p>Evolution and Inheritance</p> <p><b>Survival of the Fittest</b></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>Revision Block</p> <p><b>Sensational Science</b></p> <p>Explore the more unexpected side to science and see how some things challenge our scientific expectations. Investigate some</p>

PSHE/RHE

AUTUMN	SPRING	SUMMER
<p><b>VIPs (Very Important Persons) (Relationships)</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>•who their VIPs are within their families and friendship</li> <li>•healthy and unhealthy relationships</li> </ul> <p><b>Safety First (Health and Wellbeing)</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>•how to take responsibility for their own safety,</li> <li>•peer pressure</li> <li>•about how to identify an emergency, what to do in this situation and how to get help when needed</li> <li>•about hazards, dangers and risks, both inside the home and outdoors, and identify strategies for safe use of roads, railways, water and fireworks.</li> </ul>	<p><b>One World (Living in the Wider World)</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>•explore the ideas of sustainability, the use of the earth’s natural resources and the harmful effects of global warming</li> <li>•biodiversity and its importance and explore what they would like to do to make the world better</li> </ul> <p><b>Digital Wellbeing (Relationships)</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>•about the Internet positively and how to look after wellbeing while being online.</li> <li>•potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help</li> </ul>	<p><b>Money Matters (Living in the Wider World)</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>•what a financial risk is, why people may take risks with money and some consequences of this</li> <li>•budgeting</li> <li>•what impact money can have on people’s emotional wellbeing</li> </ul> <p><b>Growing up (Health and Wellbeing)</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>•types of relationships people have</li> <li>•positive body images</li> <li>•stereotypes</li> </ul> <p><b>Year 6 Transitioning to secondary school</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• about transitioning to high school</li> <li>• new beginnings (linked to high school)</li> <li>• forming new relationships/friendships • about well-being - how they can ensure they are safe and thriving</li> <li>• who to speak to if they have a problem</li> </ul>



HISTORY		
AUTUMN	SPRING	SUMMER
<p><b>Stone Age and Iron Age Britain</b>            Develop a chronologically secure knowledge and understanding of British history            Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.            Know about changes in Britain from the Stone Age to the Iron Age, including Bronze Age religion, technology and travel.  <b>**What is Democracy? How did Pharaohs gain their position of power?*</b></p>	<p><b>Early Islamic Civilisation</b>            Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.              Undertake an in-depth study of a non-European society that provides contrasts with British history – the Early Islamic Civilisation.</p>	<p><b>WW2 in Europe &amp; the Battle of Britain</b>            Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain)            Understand some of the major events leading up to the Battle of Britain, including the countries involved and the roles they played.  <b>**What were British Values like during WW2? How did WW2 threaten or infringe on British Values? How did Hitler's values differ from British Values?*</b></p>

GEOGRAPHY					
AUTUMN		SPRING		SUMMER	
<b>Climate Change</b> Learn about the causes and effects of climate change, including the greenhouse effect, global warming and carbon footprints. Research the impact on plants and animals. Explore how children's rights are being affected and what can be done to help.		<b>Geographic Skills</b> Develop geographical skills by exploring your local environment in a variety of ways and by researching and identifying key features and attractions of your area.		<b>Earth Matters- Earthquakes</b> Describe and understand key aspects of earthquakes. Use maps, atlases, and globes to locate countries and describe features studied. <b>**How do earthquakes, volcanoes impact upon communities and beliefs?***</b>	
THEMED WEEKS/VISITS					
<b>Black History Month</b>  <b>School Council Election</b>	<b>Anti-Bullying Week</b>  <b>Enrichment Day: Science &amp; Technology</b>	<b>Hazard Alley Safety Centre Visit</b>  <b>Metro Bank Money Zone</b>	<b>World Book Day</b>	<b>Ramadan/Eid</b>	<b>End of Year awards Ceremony</b>  <b>Sports Day</b>  <b>End of Year Trip</b>

PE

AUTUMN		SPRING		SUMMER	
1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• To understand and start to demonstrate the important of creating space and movement</li> <li>• Demonstrate as an indivial or team how to regain possession</li> <li>• To combine basic tag rugby skills such as catching and quickly passing in one movement</li> <li>• To be able to select and implement appropriate skills in a game situation</li> <li>• To begin to play effectively when attacking and defending</li> <li>• To increase the power of passes so the ball can be moved quickly over greater distance</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>• To be able to demonstrate different methods of dribbling, while being able to be in control and changing direction at speed</li> <li>• To understand and start to demonstrate the importance of creating space and movement</li> <li>• To be able to demonstrate a range of defending skills and understand how to mark an opponent and intercept a pass</li> <li>• Demonstrate, as an individual or team, how to regain possession.</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• To develop skills in batting and fielding</li> <li>• To choose the correct fielding techniques and organise fielders dependent on batting type</li> <li>• To be able to run between wickets and understand the basic scoring system</li> <li>• To develop a safe and effective over arm throw</li> <li>• To be able to bat with control</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To be able to use correct running techniques and running speeds in a variety of short and long distance events</li> <li>• To develop and apply techniques for relay racing, in passing the baton legally</li> <li>• To be able to demonstrate effective time keeping and score taking</li> <li>• To develop footwork technique in a variety of events that including jumping and throwing                             <ul style="list-style-type: none"> <li>• To be able to carry out throws with power and accuracy</li> </ul> </li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• To identify and apply techniques for hitting a tennis ball</li> <li>• To develop the techniques for ground strokes and volleys</li> <li>• To be able to demonstrate a successful backhand</li> <li>• To be able to use the scoring system effectively and apply specific rules in a game</li> <li>• To understand footwork required to move around court to return short and long returns</li> <li>• To demonstrate an overhead serve</li> </ul> <p>Preparation for sports day will also be incorporated into this half term.</p>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• To understand basic methods of passing</li> <li>• To develop basic coordination through passing and receiving</li> <li>• To develop basic shooting techniques with accuracy</li> <li>• To understand the basic rules of netball</li> <li>• To be able to apply learning in a games environment</li> </ul> <p>Preparation for sports day will also be incorporated into this half term</p>



## ART

Autumn

### Wildlife Birds

Use pencil, white pencil, print; make clay tiles and model to create quality art work that shows progression in skills.

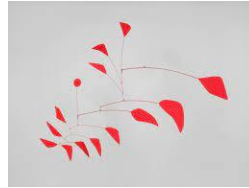


Explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.

Spring

### Plants and Flowers

Using Hapa Zome printing, sculpture and paper modelling to create quality art work. Explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.



Summer

### South and Central American

Learn how to make clay monkeys, make picture puzzles using symbols, make dream catchers.



Draw an important person, create a collage and make traditional drums to create quality artwork that shows progression in skills.

Explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.



COMPUTING					
AUTUMN		SPRING		SUMMER	
<p><b>Online Safety</b></p> <p>Take a more in depth look at a variety of online safety issues, most of which they will have been familiarized with in previous years. An introduction of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous.</p>	<p><b>Spreadsheets</b></p> <p>Children are given an understanding of spreadsheets and how they can be used.</p>	<p><b>Film-Making</b></p> <p>To explore various aspects of film-making, using appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.</p>	<p><b>Kodu Programming</b></p> <p>An introduction to programming with Kodu, a simple visual programming language made specifically for creating games</p>	<p><b>Scratch Animated Stories</b></p> <p>Building on previous knowledge (Scratch: Developing Games), continuing to develop skills in writing algorithms as well as editing and debugging existing codes.</p>	<p><b>Using and Applying Skills</b></p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>