

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	<p>Topic 1: Online Safety Knowledge: Revisit SMART rules with focus on personal information, digital footprint and mobile devices Skills: Application of SMART rules to designing own e-safety fairy tale Researching and recording</p>	<p>Topic: Blogging Knowledge: Understand purpose of blogging and safety around online use Skills: Uploading and contributing to blog Commenting appropriately</p>	<p>Topic: Spreadsheets Knowledge: Probability Skills: Formatting cells Creating formulas to make calculations Creating computational models and answer questions</p>		<p>Topic 1: Blogging Knowledge: Understand purpose of blogging and safety around online use Skills: Uploading and contributing to blog Commenting appropriately</p> <p>Topic 2: Coding – Microbit and binary Knowledge: Coding a physical system Skills: Application of coding skills from years 3,4,5 to different software. Microbit, Go Flow and binary purple mash.</p>	

Year 6 Curriculum overview

	<p>Topic 2: Quizzing Knowledge: Application of knowledge from other subject areas applied to various question types; identifying sequencing, sorting, multiple-choice questions. Create a fun game for target audience. Skills: collaboration, creating varied questions</p>			
<p>DT</p>	<p>Topic 1: 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 2 : Christmas textiles Knowledge: Design, sew and evaluate a decoration for the tree</p>		<p>Topic: 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>Skills: Develop a wider range of sewing techniques Choose specific stitches for a purpose Develop aesthetic appeal of a product</p>					
English	<p>Poetry unit – If I had wings (TFW) Use of figurative language e.g. personification, similes, metaphors</p> <p>Settings Descriptions - The Room (TFW) & Race to the Frozen North (Text Response) Expanded noun phrases Prepositional phrases Subordinate clauses Balancing speech with action</p> <p>Poetry – Finding a Voice (TFW) Use of figurative language e.g. alliteration, similes</p>	<p>Warning Tale - The Canal (TFW) Describe settings, characters and atmosphere Develop use of suspense To build cohesion within and across paragraphs</p> <p>Non-Chronological Report – The Mayans (TFW) Apply structural and organisation features Clear audience and purpose Use of impersonal style and passive voice</p> <p>Class Reader: Wonder by R.J.Palacio</p>	<p>Persuasive Writing – Farm Fresh Food / Macbeth Letter (Text response) Clear audience and purpose. Use of emotive language to engage the reader</p> <p>Suspense Text – Macbeth/ Harry Potter: The Knight Bus (Text response) Describe setting, character and atmosphere Develop use of suspense</p> <p>Select vocabulary to support purpose</p> <p>Class Reader: Macbeth (short version) by William Shakespeare</p>	<p>Recount Text – Chimp/ Rainforest Diary (Text response) Informal writing style Accurate use of tense To build cohesion within and across paragraphs</p> <p>Discussion Text – Rainforest Formal writing style Clear audience and purpose Links within and between paragraphs</p> <p>Adventure Story – The Explorer (Text Response) Clear audience and purpose To build cohesion within and across paragraphs</p> <p>Class Reader: The Explorer by Katherine Rundell</p>	<p>Explanation – A guide to being a Superhero (TFW) Apply structure and organization features Use causal conjunctions to aid cohesion</p> <p>Letter of complaint - Fairytales (TFW) Clear audience and purpose Use of formal language and appropriate style Apply structure and organization features</p> <p>SATs Revision - SPaG</p> <p>Class Reader: Boy in the Striped Pyjamas by John Boyne</p>	<p>Persuasive – Theme park Brochure (TFW) Application of taught skills</p> <p>Cross-Curricular writing</p> <p>Class Reader: Yr 6 to Yr 7 reading list provided by School Library Service</p>

Year 6 Curriculum overview

	Selecting appropriate vocabulary Class Reader: Holes by Louis Sachar				
French	Topic: Phonics 4 Presenting Myself Knowledge: Learn key French sounds Revise greetings Revise numbers Asking for key information 1 st person Adj. agreement Skills: Ask and answer questions Create a short spoken passage Read short phrases Write short phrases	Topic: Do You Have a Pet? Knowledge: Names of animals Gender & articles 1 st person (to have) Verb (to be called) Negatives Conjunctions Skills: Ask and answer questions Create a short spoken passage Read short phrases Write short phrases	Topic: What Is The Date? Knowledge: Days of the week Months of the year Revise numbers Talk about birthdays Skills: Ask and answer questions Giving opinions Create a short spoken passage Read short phrases Write short phrases	Topic: My Home Knowledge: Rooms in a house Names of places Gender & articles 1 st person (to live, to have) Negatives Conjunctions Skills: Ask and answer questions Create short spoken passage Read extended passage Write sentences	Topic: Clothes Knowledge: Items of clothing Revise colours Gender & articles Verb (to wear) Possessives Adj. agreement High frequency verbs Skills: Ask and answer questions Create longer spoken sentences Write short phrases
History & Geography	Topic: Mayan Civilisation Knowledge: When Maya civilisation happened Who they were Where they originated Religion, number system, inventions and discoveries Everyday life	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			

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: 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) Topic: Graphic scores (dimensions of music) Knowledge and skills: Research a modern composer Developing a deeper understanding of history and context of music Listen with attention to detail Interpret graphic notation</p>		<p>Topic: Delia Derbyshire (composer & composition) Knowledge and skills: Listen and reflect on a piece of orchestral music Use appropriate musical vocabulary Create their own pieces using technology and found sounds Perform as an ensemble Cross curricular link: Computing</p>	<p>Topic: Performance - Leavers 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: Making links between religions</p>	<p>Concept: Ritual Knowledge: Islam- hajj Beliefs, religious practices Big picture: Making links between religions</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?	What would be considered as good and bad in each religion?		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	Topic: Cognitive (RealPE) outside Knowledge: I can develop mine and others work	Topic: Creative (RealPE) inside Knowledge: I can respond, adjust and adapt skills to	Topic: Social (RealPE) outside Knowledge: I can give and receive feedback	Topic: Physical (RealPE) inside Knowledge: I can combine skills, perform a range of	Topic: Health and Fitness (RealPE) inside/outside Knowledge: I can self-select and	Topic: Personal(RealPE) outside Knowledge: I can recognise

Year 6 Curriculum overview

	<p>Skills: Co-ordination ball skills (9) Agility react/response (12)</p>	<p>different situations Skills: static balance seated (2) static balance floor work (3)</p>	<p>I can negotiate and collaborate Skills: Dynamic balance (5) Counter balance (7)</p>	<p>skills Skills: static balance one leg (1) balance to agility - jumping and landing (6)</p>	<p>perform warm ups and cool downs I can plan and identify dangers Skills: static balance stance (4) footwork (10) Application – rounders /cricket/tennis</p>	<p>strengths and weaknesses, set myself targets Skills: agility - ball chasing (11) co-ordination with equipment (8)</p>
	<p>Topic: Real Gym - cognitive Knowledge: I can develop mine and others work Skills: Partner work Large apparatus</p>	<p>Topic: Application cognitive/creative to tag rugby/hockey Knowledge: I can transfer and apply skills Skills: Co-ordination Agility</p>	<p>Topic: Real Gym - Social Knowledge: I can negotiate and collaborate Give and receive sensitive feedback Skills: Hand apparatus Low apparatus</p>	<p>Topic: Physical - outside Knowledge: I can combine skills Perform a range of skills Skills: application to netball/basketball/hockey</p>	<p>Topic: HIIT Knowledge: I can give and receive feedback I can plan and follow my own fitness Skills: Develop sequencing, rhythm and working as a group Co-ordination, balance, stamina</p>	<p>Topic: Personal (Real PE) outside Knowledge: I can recognise strengths and weaknesses Set myself targets Skills: agility - ball chasing (11) co-ordination with equipment (8) Application to athletics and sports day</p>
<p>Science</p>	<p>Topic: Electricity Knowledge: Associate the brightness of a lamp or the volume of a buzzer with the number and</p>	<p>Topic: Light Knowledge: Recognise that light appears to travel in straight lines Use the idea that light travels in</p>	<p>Topic: Living things and their habitats Knowledge: Describe how living things are classified into broad groups</p>	<p>Topic: Animals including humans Knowledge: Identify and name the main parts of the human circulatory system, and describe the functions of the</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</p>	

Year 6 Curriculum overview

	<p>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 observing and measuring</p>	<p>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 with a focus on setting up tests and interpreting and communicating</p>	<p>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>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>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>
--	---	--	---	---	--