

Year 6 Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<p><b>Topic:</b> Painting-paint, pencils, pen, pastels  <b>Knowledge:</b> Study artists with reference to historical/ cultural contexts  <b>Skills:</b> Explore techniques using and combining more than one medium</p>	<p><b>Topic:</b> Sculpture-Mayan masks  <b>Knowledge:</b> Research Mayan art and culture  <b>Skills:</b> Combine slabwork and several pieces  Add intricate detail/texture</p>	<p><b>Topic:</b> Drawing-still life  <b>Knowledge:</b> To understand principles of scale and proportion  <b>Skills:</b> Explore composition and scale  Apply a range of techniques for effect -create reflection</p>	<p><b>Topic:</b> Painting-urban art  <b>Knowledge:</b> Study artists/art with reference to historical/cultural contexts  <b>Skills:</b> Explore techniques using different types of paint-acrylics</p>	<p><b>Topic:</b> Mixed media-paint, pastels, pen, pencils  Lady of Shallot link  <b>Knowledge:</b> Learn to follow a specific design brief  Create for an audience  <b>Skills:</b> Reflect and evaluate  Use different techniques, colours and textures.  Adapt and improve work</p>	
<b>Computing</b>	<p><b>Topic:</b> Online Safety  <b>Knowledge:</b> Revisit SMART rules with focus on personal information, digital footprint and mobile devices  <b>Skills:</b> Application of SMART rules to designing own e-safety fairy tale  Researching and recording</p>	<p><b>Topic:</b> Quizzing  <b>Knowledge:</b> 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  <b>Skills:</b> Collaboration  Creating varied questions</p>	<p><b>Topic:</b> Blogging  <b>Knowledge:</b> Understand purpose of blogging and safety around online use  <b>Skills:</b> Uploading and contributing to blog  Commenting appropriately</p>		<p><b>Topic:</b> Spreadsheets  <b>Knowledge:</b> Probability  <b>Skills:</b> Formatting cells  Creating formulas to make calculations  Creating computational models and answer questions</p>	<p><b>Topic:</b> Coding – Go Control  <b>Knowledge:</b> Using flowcharts to decompose coding into smaller parts  <b>Skills:</b> Application of coding skills from years 3,4,5 to different software  <b>Trip</b> -Paulton's Park to complete coding experience</p>
<b>DT</b>	<p><b>Topic:</b> Healthy eating</p>	<p><b>Topic:</b> Christmas textiles</p>			<p><b>Topic:</b> Fairground rides using computer controlled technology</p>	

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	<p><b>Knowledge:</b> Designing and making a healthy meal</p> <p><b>Skills:</b> Understand seasonality Understand where and how ingredients are grown, reared, caught and processed Budgeting and adapting recipes Further develop accurate cooking skills</p>	<p><b>Knowledge:</b> Design, sew and evaluate a decoration for the tree</p> <p><b>Skills:</b> Develop a wider range of sewing techniques Choose specific stitches for a purpose Develop aesthetic appeal of a product</p>			<p><b>Knowledge:</b> Designing and making a fairground ride Develop a programme to control a fairground ride</p> <p><b>Skills:</b> Construct and evaluate Write and use control technology programmes to control motors Use materials to strengthen and stiffen Apply knowledge of motors and batteries</p> <p><b>Trips/enrichment opportunities:</b> Trip to Paulton's Park to see rides and for a Control technology workshop.</p>	
English	<p><b>Transition Task</b> The Wishgranter video clip Independent free write Paragraphing</p> <p><b>Poetry unit - The Gale (TFW)</b> Use of figurative language e.g. personification, similes, metaphors</p> <p><b>Settings Descriptions -</b></p>	<p><b>Poetry – Finding a Voice (TFW)</b> Use of figurative language e.g. alliteration, similes Selecting appropriate vocabulary</p> <p><b>Warning Tale - The Canal (TFW)</b> Describe settings, characters and atmosphere Develop use of suspense</p>	<p><b>Persuasive Writing – Farm Fresh Food / Macbeth Letter (Text response)</b> Clear audience and purpose. Use of emotive language to engage the reader</p> <p><b>Suspense Text – Macbeth/ Harry Potter: The Knight Bus (Text response)</b></p>	<p><b>Recount Text – Chimp/ Rainforest Diary (Text response)</b> Informal writing style Accurate use of tense To build cohesion within and across paragraphs</p> <p><b>Monologues – Boy in the Striped Pyjamas</b> First person Present tense Informal writing style</p>	<p><b>Narrative - His Dark Materials (Text Response)</b> Describing a setting Adverbial phrases Building cohesion within and between paragraphs Characterisation Action</p> <p><b>Letter of complaint</b></p>	<p><b>Explanation – A guide to being a Superhero (TFW)</b> Apply structure and organization features Use causal conjunctions to aid cohesion</p> <p><b>Persuasive – Theme park Brochure (TFW)</b> Application of taught skills</p>

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	<p><b>The Room (TFW)</b> Expanded noun phrases Prepositional phrases Subordinate clauses</p> <p><b>Non-Chronological Report – The Mayans (TFW)</b> Apply structural and organisation features Clear audience and purpose Use of impersonal style and passive voice</p> <p><b>Class Reader:</b> Holes by Louis Sachar</p>	<p>To build cohesion within and across paragraphs</p> <p><b>Class Reader:</b> Pig Heart Boy by Malorie Blackman</p>	<p>Describe setting, character and atmosphere Develop use of suspense</p> <p><b>Adventure Story – The Cave (TFW)</b> Clear audience and purpose To build cohesion within and across paragraphs Select vocabulary to support purpose</p> <p><b>Class Reader:</b> Boy in the Striped Pyjamas by John Boyne</p> <p>Macbeth (short version) by William Shakespeare</p>		<p><b>- Fairytales (TFW)</b> Clear audience and purpose Use of formal language and appropriate style Apply structure and organization features</p> <p><b>SATs Revision - SPaG</b></p> <p><b>Class Reader:</b> Wonder by R.J.Palacio</p>	
<p><b>French</b></p>	<p><b>Topic:</b> Free time activities <b>Knowledge:</b> Names of activities Expressing preferences Using adjectives Verb: to like Verb: to play <b>Skills:</b> Engage in conversations using accurate pronunciation Read and understand a text on a variety of topics</p>	<p><b>Topic:</b> Clothing <b>Knowledge:</b> Name types of clothing Revise colours Revise gender of nouns Noun/adjective agreement Verb: to wear <b>Skills:</b> Engage in conversations using accurate pronunciation Read and understand a text on a variety of topics</p>	<p><b>Topic:</b> Transition passport <b>Knowledge:</b> Introducing yourself Introducing your family Expressing likes and dislikes Giving opinions <b>Skills:</b> Engage in conversations using accurate pronunciation Read and understand a text on a variety of topics</p>			

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	Write a range of sentences from memory Create new sentences using a model Use adjectives to describe a variety of things	Write a range of sentences from memory Create new sentences using a model Use adjectives to describe a variety of things	Write a range of sentences from memory Create new sentences using a model Translate a short text Create an extended piece of writing about themselves
<b>History &amp; Geography</b>	<p><b>Topic:</b> Mayan Civilisation  <b>Knowledge:</b> Understand when the Maya civilisation happened            Understand who were they and where they originated            The role of religion            Explore number system, inventions and discoveries            Understand everyday life            Understand why the empire ended so quickly  <b>Skills:</b> Chronology            Historical enquiry            Interpretations of the past            Construct informed responses</p> <p><b>Trips/enrichment opportunities:</b>            Mayan day</p>		<p><b>Topic:</b> Rainforests and sustainability  <b>Knowledge:</b> Understand what a rainforest is            Know where they are located            Understand the plants, animals, and foods of the rainforest and how the rainforest caters for them            Identify the layers of the rainforest            Learn about the people of the rainforest            Make comparisons between our life and theirs            Learn what deforestation is and why it happen            Understand how it affects those in and outside of the area  <b>Skills:</b> Using an atlas and Understanding how they are used            4,6-figure grid reference            Compass points</p>
<b>Maths</b>  (Fluency, problem solving and reasoning included in all topics)	<p><b>Topic:</b> Number            Round any number to given accuracy            Negative numbers in context            Recognise numbers in a</p>	<p><b>Topic:</b> Number            Simplify fractions to lowest form            Compare and order fractions including greater than 1            Add and subtract fractions with different</p>	<p><b>Topic:</b> 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</p> <p><b>Topic:</b> Measure            Solve problems involving calculations and conversions of units            Use, read and write conversions of standard units</p> <p><b>Topic:</b> Geometry            Draw 2D shapes given dimensions and angles            Compare and classify geometric shapes based on properties</p> <p><b>Topic:</b> Real Life maths            Theme park project            Investigations and projects            Spirals</p>

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	<p>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 Common factors, prime factors and prime numbers Perform mental calculations using all the above Use estimation and inverse to check answers</p>	<p>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 range of skills taught</p> <p><b>Topic: Geometry</b> Describe and plot positions in all 4 quadrants Translate and reflect in context applying skills learnt</p> <p>Recognise and use angles around a point and straight lines Find missing angles and understand corresponding angle notation</p>	<p>appropriate written method Solve problems with rounding to required accuracy Solve problems involving percentages Recall equivalences between Fractions, decimals and percentages</p>	<p>involving decimals with 3 dps Convert between miles and kilometers</p> <p><b>Topic: Area and Volume</b> Recognise shapes and have same areas and different perimeters and vice-versa Use formula for volume and areas of parallelograms and triangles</p> <p><b>Topic: Number &amp; Ratio</b> Solve problems involving relative sizes, scale factors and unequal sharing applying skills from other areas of math</p> <p><b>Topic: Algebra</b> Use simple formulae Understand use and find sequences including the nth term</p>	<p><b>Topic: Statistics</b> Understand circles and definitions around them.; then apply skills in problems Interpret and draw pie charts Calculate the mean as an average</p> <p><b>Topic: SATs</b> revision</p>	
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				Find pairs of numbers to satisfy and equation Enumerate possibilities and combinations of two variables		
<b>Music</b>	<p><b>Topic:</b> Ukulele <b>Knowledge and skills:</b> Perform in an ensemble Play an instrument with increasing accuracy, fluency and control Rhythm skills and notation (chords)</p> <p><b>Topic:</b> Graphic scores <b>Knowledge and skills:</b> Research a modern composer Developing a deeper understanding of history and context of music Listen with attention to detail Interpret graphic notation</p>		<p><b>Topic:</b> Composer – Delia Derbyshire <b>Knowledge and skills:</b> 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</p> <p>Cross curricular link: Computing</p>		<p><b>Topic:</b> Performance - Leavers <b>Knowledge and skills:</b> Perform as ensemble with full confidence and precision Develop an understanding of the context of music</p> <p>Cross curricular link: Transition</p>	
<b>RE</b>	<p><b>Topic:</b> Incarnation <b>Knowledge:</b> Know the meaning of incarnation Understand God can be perceived differently in the Old and New Testaments Understand why incarnation is important to</p>	<p><b>Topic:</b> Interpretation- Birth narratives <b>Knowledge:</b> Know the meaning of interpretation Identify similarities and differences between the birth narratives Understand why the birth narratives are important to Christians</p>	<p><b>Topic:</b> Authority - Muhammad and the Qur'an <b>Knowledge:</b> Know the meaning of authority Understand what authority means to Muslims Understand how the Qur'an gives authority to Muslims <b>Skills:</b></p>	<p><b>Topic:</b> Resurrection- Death and resurrection through art <b>Knowledge:</b> Know the meaning of resurrection Understand what resurrection means to Christians <b>Skills:</b> Communicate Apply Enquire Contextualise</p>	<p><b>Topic:</b> Submission - Five Pillars of Islam <b>Knowledge:</b> Know the meaning of submission Know the meaning of the Five Pillars of Islam Understand why the five Pillars of Islam</p>	<p><b>Topic:</b> Rites of Passage - Journey of life <b>Knowledge:</b> Know what a rite of passage is Consider how Christians and Muslims express their ideas about rites of passage <b>Skills:</b> Communicate Apply</p>

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	Christians <b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate	<b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate	Communicate Apply Enquire Contextualise Evaluate	Evaluate	are important to Muslims <b>Skills:</b> Communicate Apply Enquire Contextualise Evaluate	Enquire Contextualise Evaluate
<b>PSHE</b>	<b>Topic:</b> Vision and Values <b>Knowledge:</b> Rules and routines Health and safety Mental health and wellbeing Growth mindset <b>Skills:</b> Setting goals Resilience Active listening Learning from experiences Self-regulation	<b>Topic:</b> Anti-Bullying <b>Knowledge:</b> Cyberbullying Safe use of the internet Individual responsibility <b>Skills:</b> Recognising and utilising strategies for managing pressure Persuasion Coercion and the need for peer approval Making decisions Empathy	<b>Topic:</b> Drugs education <b>Knowledge:</b> Smoking, drinking, legal/illegal drugs Health implications Legalities and consequences <b>Skills:</b> Identification, assessment and management of risk Recognising and utilising strategies for managing pressure Persuasion and coercion Critical, constructive self – reflection		<b>Topic:</b> First Aid <b>Knowledge:</b> Calling for help Basic first aid for head injuries Bleeding, choking and unresponsive people <b>Skills:</b> Making decisions Recalling and applying knowledge Self-organisation Communication	<b>Topic:</b> Relationships and Sex Education <b>Knowledge:</b> Different types of relationships Changes to the body How babies are made How babies are born <b>Skills:</b> Active listening Formulating questions
<b>PE</b>	<b>Topic:</b> Cognitive <b>Knowledge:</b> I can develop mine and others work <b>Skills:</b> Co-ordination ball skills (9) Agility	<b>Topic:</b> Creative <b>Knowledge:</b> I can respond, adjust and adapt skills to different situations <b>Skills:</b> static balance seated (2) static balance floor	<b>Topic:</b> Social <b>Knowledge:</b> I can give and receive feedback I can negotiate and collaborate <b>Skills:</b> Dynamic balance (5)	<b>Topic:</b> Physical <b>Knowledge:</b> I can combine skills, perform a range of skills <b>Skills:</b> static balance one leg (1) balance	<b>Topic:</b> Health and Fitness <b>Knowledge:</b> I can self-select and perform warm ups and cool downs I can plan and	<b>Topic:</b> Personal <b>Knowledge:</b> I can recognise strengths and weaknesses, set myself targets <b>Skills:</b> agility - ball chasing (11)

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	react/response (12)	work (3)	Counter balance (7)	to agility - jumping and landing (6)	identify dangers <b>Skills:</b> static balance stance (4) footwork (10) Application – rounders /cricket/tennis	co-ordination with equipment (8)
	<b>Topic:</b> Real Gym - cognitive <b>Knowledge:</b> I can develop mine and others work <b>Skills:</b> Partner work Large apparatus	<b>Topic:</b> Application cognitive/creative to tag rugby/hockey <b>Knowledge:</b> I can transfer and apply skills <b>Skills:</b> Co-ordination Agility	<b>Topic:</b> Real Gym - Social <b>Knowledge:</b> I can negotiate and collaborate Give and receive sensitive feedback <b>Skills:</b> Hand apparatus Low apparatus	<b>Topic:</b> Physical <b>Knowledge:</b> I can combine skills Perform a range of skills <b>Skills:</b> application to netball/basketball/hockey	<b>Topic: Dance – HAKA &amp; HIIT</b> <b>Knowledge:</b> I can give and receive feedback I can plan and follow my own fitness <b>Skills:</b> Develop sequencing, rhythm and working as a group Co-ordination, balance, stamina	<b>Topic: Personal Knowledge:</b> I can recognise strengths and weaknesses Set myself targets <b>Skills:</b> agility - ball chasing (11) co-ordination with equipment (8) Application to athletics and sports day
<b>Science</b>	<b>Topic:</b> Electricity <b>Knowledge:</b> 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	<b>Topic:</b> Light <b>Knowledge:</b> 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	<b>Topic:</b> Animals including humans <b>Knowledge:</b> 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,	<b>Topic:</b> Living things and their habitats <b>Knowledge:</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-	<b>Topic:</b> Evolution and inheritance <b>Knowledge:</b> 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	

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	<p>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 <b>Skills:</b> Making predictions Observing and measuring</p>	<p>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 <b>Skills:</b> Setting up tests Interpreting and communicating</p>	<p>exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans <b>Skills:</b> Recording data and evaluating</p>	<p>organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics <b>Skills:</b> Asking questions Interpreting and communicating results</p>	<p>different ways and that adaptation may lead to evolution <b>Skills:</b> Asking questions Making predictions Interpreting and communicating results</p>
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