



Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	Imperial War Museum Holocaust Survivors Visitor	Anti-bullying Week Jainism Assembly	Natural History Museum visit Sikh Temple visit Safer Internet Day	World Book Day Residential Trip (March) Danbury, Essex Junior Citizenship Scheme	SATs week MacBeth – Play in a Day Prep for production	Enterprise Hollywood bowl Year 6 Production Sports Day Y6 Leavers assembly End of Year Party
English	The Boy in the Striped Pyjamas Theme: Leadership Writing Genres: -Monologue as Gretel or Bruno -Setting description of concentration camp (Assessed piece) -Poetry linked to WWII	Harry Potter and the Philosophers Stone Theme: Friendship Writing Genres: -Formal Letter (Assessed piece) - Newspaper article	Biographies of people linked to topic Theme: Overcoming Adversity Writing Genres: -Biography of person linked to topic e.g. Al- Khwarizmi, Charles Darwin, Ibn Batuta (Assessed piece)	Wonder Theme: Managing Change Writing Genres: -Diary entry (Assessed piece) -Character description	Wonder Theme: Celebrating Individuality Writing Genres: -Continuation of story (Assessed piece)	Shakespeare – Macbeth Graphic novel Theme: Confidence Writing Genres: -Play script writing (Assessed piece) - letter of application (careers week)
Maths	Place Value Addition, Subtraction, Multiplication and Division	Fractions Position and direction Decimals Converting Units	Percentages Algebra Perimeter, area and volume	Ratio Statistics Geometry	Revision and reasoning SATS WEEK	Themed Projects, Consolidation and Problem Solving

<p>Science</p>	<p>Animals including humans Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. 2).Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3). Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Scientific Enquiry</p> <p>Observing over time: pulse rates before during and after exercise</p> <p>Pattern seeking Comparative/ Fair testing Complete different activities to compare the impact on their own heart rate.</p> <p>Researching: Generate questioning.</p>	<p>Living things and their habitats 1). 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 2).Give reasons for classifying plants and animals based on specific characteristics</p> <p>Scientific Enquiry</p> <p>Classify animals according to Carl Linnaeus’ system.</p> <ul style="list-style-type: none"> • Classify plants into flowering, mosses, ferns and conifers, based on specific characteristics. <p>Research the characteristics of a vertebrate/invertebrate group.</p> <ul style="list-style-type: none"> • Research the characteristics of flowering plants, mosses, ferns and conifers. • Research the difference between bacteria, virus and fungi 	<p>Evolution and Inheritance 1). Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 2). Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 3). Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Scientific Enquiry</p> <p>Classifying: to show variation in a species:</p> <ul style="list-style-type: none"> ▪ Classify a species of animal e.g. cats, dogs ▪ Classify a species of plant e.g. daffodils, tulips, lilies. <p>Pattern seeking: Use different pieces of equipment, e.g. chopsticks, toothpicks,</p>	<p>Light 1.Recognise that light appears to travel in straight lines. 2.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. 3.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.</p> <p>Scientific Enquiry Comparative/Fair testing: Investigate the shape of shadows and link this to light travelling in straight lines</p>	<p>Electricity 1). Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 2). 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 diagram.</p> <p>Scientific Enquiry Comparative/Fair testing</p> <ul style="list-style-type: none"> • Investigate the effect of adding more bulbs to a circuit. • Investigate the effect of adding more cells to a circuit. • Investigate the effect of adding more buzzers to a circuit. • Investigate the effect of adding more motors to a circuit 	<p>Review – PROJECT Showcase a science fair</p> <p>Project – Reflecting on what has been taught over the years</p> <p>Investigate or complete a project in an area of interest.</p> <p>Could be done in groups/individual</p>
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"> • Research how micro-organisms can be helpful or harmful. 	<p>cutlery, to look for patterns linking the suitability of bird beaks for the available food e.g. rice, grapes, raisins.</p> <p>Researching: Research different types of a species and their characteristics making them suitable for different habitats e.g. penguins</p>			
Computing	<p>Online Safety</p> <p>In this unit, the pupils will learn what it means to be an online safety ambassador, learn why we should not share inappropriate images, learn how to use social networks safely, as well as how to play online games safely.</p>	<p>We are Advertisers (linked to Safer Internet Day)</p> <p>In this unit, the pupils review existing adverts or promotional films, create a storyboard, shoot original footage, source other media and edit a final version of their movie.</p>	<p>We are Toy Makers</p> <p>In this unit, pupils design and develop a BBC micro:bit powered modification to a soft toy to make the toy interactive.</p>	<p>We are Toy Makers</p> <p>In this unit, pupils design and develop a BBC micro:bit powered modification to a soft toy to make the toy interactive.</p>	<p>We are Connected</p> <p>Children will use the school's blogging platform to explore issues related to social media. They will learn about appropriate rules and guidelines for a civil online discussion, how to search results are selected and ranked and how to argue their points effectively, supporting these with sources. The children will learn how to counter someone's argument while showing respect and tolerance and will be able to judge the reliability of an online source. Whilst also learning strategies for dealing with online bullying.</p>	<p>We are Publishers</p> <p>In this unit children will produce a class yearbook using desktop publishing tools. They will manage and contribute to a large collaborative project, using online tools. The children will learn to write and review content, source digital media safely, respectfully and responsibly and will also design and produce a high-quality print document.</p>

<p>Geography / History</p>	<p>History: Life in Britain during and after WW2</p> <p>Key Question: How did WW2 affect different people in society?</p> <p>Focus: The children will develop their chronological understanding by understanding the key events which led to the outbreak of WWII. They will learn about the different groups of people affected by the war and how this impacted the future world e.g. evacuation, the role of women, holocaust.</p>	<p>Geography: Contrasting Localities</p> <p>Case study (physical and human features of UK, France, US), including detailed map work</p> <p>Focus: children will look at the human and physical features of the UK, France and the US. They will explore the question of ‘Which country would be best to live in and why?’ using their knowledge of the features to justify their choices.</p>	<p>History: Early Islamic History + Comparison with Britain at the time</p> <p>Key Question: How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time?</p> <p>Focus: The children will learn about the timeline of the Early Islamic Civilization from the death of the Prophet Muhammad. They will study the culture and art as well as the achievements of the era. They will understand what Britain was like at the time, comparing and contrasting.</p>	<p>History: Early Islamic History + Comparison with Britain at the time</p> <p>Key Question: How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time?</p> <p>Focus: The children will learn about the timeline of the Early Islamic Civilization from the death of the Prophet Muhammad. They will study the culture and art as well as the achievements of the era. They will understand what Britain was like at the time, comparing and contrasting.</p>	<p>Geography: Asia</p> <p>Focus: children will locate countries in Asia on a map using lines of latitude and longitude.</p> <p>They will learn about Asia’s human and physical features, land use and distribution, climate, natural resources and trade.</p>	<p>Geography: Asia</p> <p>Focus: children will locate countries in Asia on a map using lines of latitude and longitude.</p> <p>They will learn about Asia’s human and physical features, land use and distribution, climate, natural resources and trade.</p>
<p>R.E.</p>	<p><u>Islam</u></p> <p>Key Question: <i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Do religious beliefs influence people to behave well towards others?</p> <p>WALT understand some of the ways Muslims show commitment to</p>	<p><u>Comparison Topic: Judaism & Jain Dharma</u></p> <p>Key Question: <i>Is it enough to say sorry? What is true repentance?</i></p> <p>What have I done that needs forgiveness from God, or from other people?</p> <p>WALT understand different religions</p>	<p><u>Islam</u></p> <p>Key Question: <i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>How does my view of life after death influence how I behave? Do I need to believe in God to believe in life after death?</p>	<p><u>Christianity</u></p> <p>Key Question: <i>Who created the Earth if not God? Where do you get your values from if not from God?</i></p> <p>Is religion the most important influence in my life?</p> <p>WALT examine the philosophical question</p>	<p><u>Comparison Topic</u></p> <p>Key Question: <i>How important are women as religious role models?</i></p> <p>Can biblical characters still be role models for me when life is so different now? Do biblical stories about women match my view of female equality? Do role models have to be religious?</p>	<p><u>Zoroastrianism</u></p> <p>Key Question: <i>What is the significance of good and evil in Zoroastrianism?</i></p> <p>How do the teachings of the Zoroastrian faith compare with the teachings of my own faith and with other religions I have learnt about?</p>

	God and to evaluate whether there is a best way.	approach repentance and asking God for forgiveness.	WALT identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.	– Does everyone believe in God? Introducing humanism and atheism as world views. Enrichment: Humanist visit	WALT explore what we can learn from female biblical Characters (Mary, Miriam, Hajar) and to compare this to modern day religious role models. (Mother Teresa, Reverend Rose Hudson-Wilkin)	WALT know about the life and teachings of the Prophet Zarathustra. WALT know about influential Zoroastrian figures in the UK. Make a book.
Art / DT	Sewing (DT)	Pop Art (Art)	Sculpture- Clay tiles (Art)	Perspective (Art)	Construction (DT)	Cooking (DT)
Music	Music Foundations Understanding staff notation. Identifying musical elements. Improving listening skills (Grade 1-3 ABRSM Aural). Knowledge of orchestra’s layout and instruments. Knowledge of four music eras (Baroque-20 th c.) and representative composers	Round Composition Singing three-part rounds focusing on balance. Composing over a two-chord sequence.. Using staff notation Accompanying a round with chords Playing melodic and rhythmic ostinato. Playing triads (I, V) Using major/minor chords and scale.	Latin American Music Identifying musical elements. Combining melodies with rhythmic and melodic ostinati and a bass line. Following a musical cue. Improving ensemble skills. Improving listening skills and focusing on the use of music vocabulary.	Blues Playing triads (I, IV, V) Following staff notation. Following the 12-bar blues sequence. Rhythmic and melodic improvisation (riffs and blues scale) Using tuned percussion instruments.	Composition in Eastern style Identifying musical elements. Arranging parts and combining motifs, drones and ostinato. Rhythmic and melodic composition.	Y6 Production Singing with a focus on appropriate style, phrasing, diction and voice projection. Singing solo parts with confidence, Following dynamic indications. Singing songs with syncopated rhythms. Singing from memory.
Indoor P.E.	Gymnastics Pupils use knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to	Fitness Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed,	Dance Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to	Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit	Volleyball In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they	Badminton/Swimming In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they

	<p>a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils given opportunities to receive and provide feedback in order to make improvements. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p>	<p>create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p>looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>	<p>use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
Outdoor P.E.	<p>OAA Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>	<p>Football Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by</p>	<p>Tennis Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's</p>	<p>Rounders Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and</p>	<p>Cricket Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles the game. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly</p>	<p>Athletics Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead</p>

		key rules, as well as evaluating their own and others' performances.	performances and identify areas to improve.	group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	when officiating as well as observe and provide feedback to others.
PSHE	Being me in my World Identifying goals for the year, Global citizenship-Children's universal rights. Feeling welcome and valued, choices, consequences and rewards. Democracy, having a voice, Anti-social behaviour and Role-modelling.	Celebrating Difference Perceptions of normality and understanding disability. Power struggles and understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy	Dreams and Goals Personal learning goals, in and out of school. Emotions in success. Making a difference in the world, motivation, recognising achievements. Giving and receiving compliments.	Healthy me Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health and managing stress.	Relationships Mental health - identifying mental health worries and sources of support. Managing feelings: Love and loss, Power and control, and assertiveness. Technology safety and taking responsibility with technology use.	Changing me Self-image, Body image, Puberty and feelings and Conception to birth. Reflections about change, Physical attraction, Respect and consent - Boyfriends/girlfriends and Sexting Transition.
French	Family members and friends		Parts of the body and health		Geography - places in town	