

Curriculum Overview 2020-21

Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> Bridging Unit- The Nowhere Emporium - Story 	<ul style="list-style-type: none"> The Nowhere Emporium – non fiction (biography) Stories With Flashbacks 	<ul style="list-style-type: none"> Classic Fiction Novel on a theme 	<ul style="list-style-type: none"> Crime and Detective Explanation Text 	<ul style="list-style-type: none"> Science Fiction Novel as a theme Hybrid text 	<ul style="list-style-type: none"> Classic Narrative Poetry Transition Work
	Class Novels: The Nowhere Emporium	Class Novels: The Nowhere Emporium	Class Novels: Journey to the River Sea	Class Novels: Frankenstein	Class Novels: Letters from the lighthouse	Class Novels: Letters from the lighthouse
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction Multiplication Division Estimation, Multiplication and division problems Fractions 2D 3D Shapes 	<ul style="list-style-type: none"> Decimals Fractions+Percentages Measurement – perimeter, length Measurement – area and volume Geometry Problem Solving 	<ul style="list-style-type: none"> Place Value Temperature, negative numbers, simple formulae Measure, mean, median, mode Translation/reflections of shape Calculating with fractions All four rules 	<ul style="list-style-type: none"> Ratio and proportion Measurement Area, Perimeter and Volume Solving Problems fractions, percentages and measures Revision – Calculation 	<ul style="list-style-type: none"> Revision – calculations, Problem solving 	Transition maths for high school
Science	<p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Light travels in straight lines- explain that objects are seen because they give out or reflect light into the eye. explain why shadows have the same shape as the objects that cast them. Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes. 	<p>Electricity</p> <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, Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> 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 different ways and that adaptation may lead to evolution. 	<p>Animals Including Humans</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>Living Things and Their Habitats</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups 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. 	Catch up unit due to Covid from Summer Yr 5

<p>History and Geography</p>	<p>History Crime and Punishment Exploring: Romans, Anglo Saxons, Middle Ages, Tudors and 20th Century</p> <p>Torture and Treason Events, people and changes in the past To identify changes and links both within and across the different times they have studied</p> <p>Communication To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand</p> <p>Events, people and changes in the past To identify some of the ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Geography – How is India saving the tiger?</p> <ul style="list-style-type: none"> • Identify, recognise and describe the main characteristics of tigers and explain how scientists classify these features • Identify the present day distribution of tigers in the world • Identify and describe through observation the habitat in which Bengal tigers live in India • Explain why natural tropical forest vegetation grows so widely in India • Compare and contrast the climate graphs the pattern of weather where they live with Kandla • Understand through explanation and evaluation why the annual arrival of monsoon rains in India is both loved and feared 			<p>Geography – Mountains Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements</p> <p>Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</p> <p>Explain how the movement of plates of the Earth’s crust can form ranges of fold mountains</p> <p>Compare and contrast mountain ranges.</p>	<p>History Local study identify changes and links both within and across the different times they have studied.</p> <p>3a to show how some aspects of the times they have been studying have been represented and interpreted in different ways.</p> <p>begin to research select and combine information from sources of information about the past so that they can find answers to historical questions and test hypotheses.</p>
<p>Computing</p>	<p>Online Safety Tech in our Lives Agree class internet rules based on personal responsibilities</p> <p>I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the Internet.</p>	<p>Online Safety /Programming Include cyberbullying messages in Anti-bullying week.</p> <ul style="list-style-type: none"> • Review knowledge of Logo and create shapes of different colours • Meet challenges to recreate unusual shapes • Make shapes grow and create a spider web • Make numbers and function machines 	<p>Online Safety /Programming</p> <p>Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online.</p> <ul style="list-style-type: none"> • Create a game • Collect/create sound and image files to use Plan an algorithm for a game • Program the game in Scratch using variables to add a score • Continue to test game while making it 	<p>Online Safety/Tech in our lives Use Safer Internet Day to focus on use of the internet and different technologies.</p> <ul style="list-style-type: none"> • Use resources to build children’s understanding of search engines • Search the internet to find information • Children discover how to check reliability • Make sure sources of information are acknowledged 	<p>Online safety/Handling data Consider age-appropriate and healthy use of technology.</p> <ul style="list-style-type: none"> • Consider data and information • Identify data about Olympics • Explore online databases • Plan an investigation using the databases • Present the outcomes of their investigation to others 	<p>Online Safety/Multimedia</p> <ul style="list-style-type: none"> • Look another school’s promotional video to attract parents, children and staff • Form a production team to create a promotional video for their school • Use a range of multimedia techniques in their video

RE	Judasim To develop awareness of different stages in development in people's lives. To understand that Bar/ Bat Mitzvah celebrates a life stage in Jewish tradition. To explore important events in life and their significance.	Christianity <ul style="list-style-type: none"> • Explain how rituals (sacraments/ rites of passage) might reflect Christian beliefs about their relationship with God • Explain how these rituals might differ between different denominations e.g. infant baptism and believer's baptism • Analyse the importance of Christian rites of passage as an expression of faith and commitment • Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies 	Hinduism analyse Hindu beliefs about samsara, karma and moksha and how these are linked * explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' * explain how belief in reincarnation and the law of karma might affect the way a Hindu lives * describe and explain the four ashramas (stages of life) in the life of a Hindu * explain how a person might change as they move from one ashrama to the next * consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama	Christianity <ul style="list-style-type: none"> • retell the events leading up to and including the death of Jesus explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life • explain how and why Christian individuals and communities might celebrate the events of Holy Week • use religious vocabulary to describe and explain the Eucharist explain different Christian beliefs about the Eucharist and its importance 	Other Religion	Christianity explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian explain (simply) Christian beliefs about salvation explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life
PSHE	Mental Health - to understand about mental health - to understand that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - to learn that changes that may occur in life including death, and how these can cause conflicting feelings - to understand that changes can mean people experience feelings of loss or grief	Relationships To understand about different types of relationships To recognise when a relationship is unhealthy To understand about committed loving relationships To understand that to force anyone into marriage is illegal To understand about the importance of keeping personal boundaries and the right to privacy	Relationships <ul style="list-style-type: none"> • link between values and behaviour and how to be a positive role model • how to listen to and respect other points of view • ways to participate effectively in discussions online and manage conflict or disagreements strategies to respond to pressure from friends including online <ul style="list-style-type: none"> • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable and where to get advice. 	Living in the Wider World <ul style="list-style-type: none"> • how and why images online might be manipulated, altered, or faked • why people choose to communicate through social media role that money plays in people's lives, attitudes towards it and what influences decisions about money • to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer <ul style="list-style-type: none"> • common risks associated with money, including debt, fraud and gambling and how to get help 	Increasing independence; managing transition to recognise some of the changes as they grow up e.g. increasing independence <ul style="list-style-type: none"> • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school	Bikeability Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Art and DT	Develop drawing and making skills and combine with narrative/character development and make puppets. Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record e.g.Shadow puppets	DT Food To plan how to make a naan. To have an understanding of health and hygiene regulation when preparing food. Exploring portraits Explore drawing Explore how ideas translate and develop through different medium	to develop sculpture Making birds Use of sketchbook for drawing ideas and detail	Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style	Develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots Explore geometric design/pattern / structure, e.g. Wave bowls	Link to structures in DT Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer, e.g. Making Seats
Music	Charanga - Lancs music service Happy Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song.	Charanga - Lancs music service Happy <ul style="list-style-type: none"> ▪ to listen to the additional four songs/pieces in this Unit ▪ to support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience. 	Charanga - Lancs music service You’ve Got a Friend Describe the structure of the song. <ul style="list-style-type: none"> ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song. 	Charanga - Lancs music service You’ve Got a Friend -to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. -Record the performance and discuss their thoughts and feelings towards it afterwards	Charanga - Lancs music service Classroom jazz 2 Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the songs.	Charanga - Lancs music service Classroom jazz 2 to play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).
PE	<u>Athletics</u> Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. <u>Invasion Games</u> Children improve their defending and attacking play. They start to play even sided versions of mini games.	<u>Gym</u> Children use their knowledge of compositional principles e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus and to develop sequences that show awareness of their audience. <u>OAA</u> Children learn how to work with and communicate with others and are able to delegate roles within a team. They will also know how to read and interpret the scale of a map as well as having the knowledge as to how to orientate a compass.	<u>Dance</u> Use different visual images and stimuli to compose, perform and evaluate a range of dances. Children will use movement to communicate and demonstrate ideas and issues including their own thoughts and feelings. They work in individual, pairs, small groups and whole class. <u>Enrichment Yoga</u>	<u>Invasion Games</u> Children can develop skill attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend. <u>Striking and Fielding</u> Children develop the range and quality of their skills and develop their understanding. They learn how to play the different roles, bowler, wicket keeper, back stop, fielder and batter.	<u>Striking and Fielding</u> Children develop the range and quality of their skills and develop their understanding. They learn how to play the different roles, bowler, backstop, fielder and batter. <u>Athletics</u> Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.	<u>Striking and Fielding</u> Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis. <u>Swim</u>