

Christ the Sower Ecumenical Primary School

Year 6 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring	Summer 1	Summer 2
English	<p><u>To inform</u> Biography <i>Long Walk to Freedom</i> – Nelson Mandela</p>	<p><u>To persuade</u> Informal persuasive letter <i>Journey to Jo'burg</i> by Beverly Naidoo</p>	<p><u>To discuss</u> Balanced Argument <i>Street Child</i> by Berlie Doherty</p>	<p><u>To entertain</u> Narrative <i>Floodland</i> by Marcus Sedgewick</p>	<p><u>To inform</u> Non-chronological report <i>Holes</i> by Louis Sar</p>	<p><u>To entertain</u> Narrative <i>A Midsummer Night's Dream</i> by William Shakespeare</p>
Maths	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition, Subtraction, Multiplication and Division • Number: Fractions • Geometry Position and Direction 		<ul style="list-style-type: none"> • Number: Decimals • Number: Percentage • Number: Algebra • Measurement: Converting Units • Measurement: Perimeter and Area • Number: Ratio 		<ul style="list-style-type: none"> • Statistics • Geometry: Properties of Shape • Consolidation and Application Projects 	

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Science	<p>Light</p> <ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Explain that objects are seen because they give out or reflect light. • 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 when representing a simple circuit in a diagram. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Know that living things can be grouped in a variety of ways • Know how Linnaean system of classification works • Know how to identify the characteristics of different types of animals • Know how to identify the features of class carefully • 	<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>Electricity</p> <ul style="list-style-type: none"> • Know the number of voltage of cells in a circuit linked to the brightness of a lamp or a volume of a buzzer • Compare and give reasons why components work and do not work in a circuit • Draw circuit diagrams using correct symbol • Make a buggy move using electricity.
Computing	<p>Online Safety and Digital Citizenship Media Balance & Well-Being <i>Finding My Media Balance - What does media balance mean for me?</i> Privacy & Security <i>You Won't Believe This! - What is clickbait and how can you avoid it?</i> Data and Information Spreadsheets</p> <ul style="list-style-type: none"> • Answering questions by using spreadsheets to organise and calculate data. 	<p>Online Safety and Digital Citizenship Digital Footprint & Identity <i>Beyond Gender Stereotypes - How do gender stereotypes shape our experiences online?</i> Relationships & Communication <i>Digital Friendships - How do you keep online friendships safe?</i> Creating Media 3D Modelling</p> <ul style="list-style-type: none"> • Planning, developing, and evaluating 3D computer models of physical objects. 	<p>Online Safety and Digital Citizenship Cyberbullying, Digital Drama & Hate Speech Is It Cyberbullying? - <i>What is cyberbullying and what can you do to stop it?</i> Programming Variables in Games and Sensing Movement</p> <ul style="list-style-type: none"> • Exploring variables when designing and coding a game. • Designing and coding a project that captures inputs from a physical device. 		

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History	<p>World War 2 Explain the outbreak of World War II and the impact it had on today's society.</p> <ul style="list-style-type: none"> • To explain the outbreak of war with justifications for reasons why • To understand evacuation using a variety of sources of evidence and how this impacted children and society • To understand propaganda and how historians must understand the social context of evidence studied. • To explain the Blitz and the causes and consequence of this • To understand and evaluate using sources how the outcome of WW2 could have been different 	<p>Victorians Life as a Victorian child versus a modern-day child.</p> <ul style="list-style-type: none"> • To find out who Queen Victoria was and investigate her life and family tree. • To recognise and understand the changing power of monarchs e.g., to Queen Victoria • To explore the impact that the Industrial Revolution had on the people of Britain. • Investigate what public health and medical care were like during the Victorian era. • Examine and compare different leisure activities of rich and poor Victorian people. 	<p>Amazing People How they led us...</p> <ul style="list-style-type: none"> • To know what is meant by Apartheid and to build an overview of this • To understand and explain why a language was the cause of an uprising? • To be able to seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand chronology. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Know the life and times of Nelson Mandela and Desmond Bishop Tutu and the influence they had on the world.
	Geography	<p>Europe and France Explain the contrasting way of life between European countries.</p> <ul style="list-style-type: none"> • To identify human and physical characteristics, (including hills, mountains, rivers, key topographical features and land -use patterns) and understand how some of these aspects have changed over time. • Make comparisons between human and physical features in Europe and focusing on France • Use a variety of different media to find specific locations including 8 figure co -ordinates • Understand some of the reasons for geographical similarities and differences between countries (France and one other European) • Explain how countries and geographical regions are interconnected and interdependent. 	<p>Convicts and Australia How is Australia different to the United Kingdom?</p> <ul style="list-style-type: none"> • To show and explain how Australia has changed over time. Explaining how physical structures have changed, how the economy and land use has changed and developed • To compare and contrast two locations in Australia using different media, maps, weather chart, photos and videos. • Draw a sketch map using symbols and a key, a route in Australia. Use sketches as evidence in an investigation. • Identify and explain different views of people including themselves within a familiar area and location in the wider world. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Describe how countries and geographical regions are interconnected and interdependent

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2d drawing to 3d making**Key Concepts:**

- That drawing and making have a close relationship.
- That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.
- That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.
- That we can use methods such as the grid method and looking at negative space to help us draw.
- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

Identity**Key Concepts:**

- That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.
- That people are the sum of lots of different experiences, and that through art we can explore our identity.
- That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.
- That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.
- In this pathway children are introduced to artists who explore their identity within their art.

Activism**Key Concepts:**

- That artists can use art as a way to express their opinions, using their skills to speak for sectors of society.
- That artists acting as activists often use print because it allows them to duplicate and distribute their message.
- That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language.
- That through art as activism we can come together.

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DT	<p>Structures Can we create something for the home using recycled fabrics?</p> <ul style="list-style-type: none"> • Design: generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • Make: selecting appropriate materials and equipment for functional and aesthetical purposes • Evaluate: assessing how well their product works and if it matches their original design ideas and criteria • Technical Knowledge: understanding how to strengthen structures, expressing the need for visual communication in the design process. 	<p>Cooking Can we create a filling meal that is fit for the workhouse?</p> <ul style="list-style-type: none"> • Design: generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • Make: selecting appropriate materials and equipment for functional and aesthetical purposes • Evaluate: assessing how well their product works and if it matches their original design ideas and criteria • Technical Knowledge: identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars. 	<p>Electrical Systems Can we create a computer controlled electronic door buzzer for the classroom?</p> <ul style="list-style-type: none"> • Design: generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • Make: selecting appropriate materials and equipment for functional and aesthetical purposes ,using scratch to directly programme the Raspberry Pi and electrical systems that have been built. • Evaluate: assessing how well their product works and if it matches their original design ideas and criteria • Technical Knowledge: understanding how to programme instructions in Scratch that will control the PI system. Build, test and improve the electrical systems to ensure that it meets the design brief and is fit for purpose.
	Music	<p>Happy This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?</p>	<p>You've Got a Friend in Me This is a six-week Unit of Work. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.</p>

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PE	<p style="text-align: center;">Basketball</p> <p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p style="text-align: center;">Football</p> <p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p style="text-align: center;">Badminton</p> <p>Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.</p> <p style="text-align: center;">Gymnastics</p> <p>The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p>	<p style="text-align: center;">Dodgeball</p> <p>Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p style="text-align: center;">Hockey</p> <p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p style="text-align: center;">Dance</p> <p>The unit of work will challenge pupils to explore the concepts of Prejudice and Discrimination through movement. By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices and the impact of acting on this prejudice. Pupils will explore the power of being united when tackling prejudices.</p> <p style="text-align: center;">OAA</p> <p>The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader.</p>	<p style="text-align: center;">Tennis</p> <p>Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.</p> <p style="text-align: center;">Athletics</p> <p>The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p style="text-align: center;">Rounders</p> <p>Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p>
	PSHE	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> • Families and Friendships • Safe Relationships • Respecting ourselves and others 	<p style="text-align: center;">Living in the wider world</p> <ul style="list-style-type: none"> • Belonging to a community • Media literacy and digital resilience • Money and work

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RE	<p>Are the saints encouraging role models? Learning Objective: to explore reasons behind the persecution of saints; to compare the saints to the person and persecution of Jesus Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Do all religious beliefs influence people to behave well towards others? Do religious people lead better lives? 	<p>Is "God made man" a good way to understand the Christmas story? Learning Objective: to explore the concept of incarnation in the Christmas story Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Do sacred texts have to be true to help people understand their religion? Can the arts help communicate religious beliefs? 	<p>Do clothes express beliefs? Learning Objective: to explore how clothing rules can express belief and give people a sense of identity Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Does living out parents' religious beliefs/traditions take away someone's freedom or add to his/her sense of identity? <p>Do religious people lead better lives?</p>	<p>Is the resurrection important to Christians? Learning Objective: to explore the resurrection of Jesus, the Easter narrative and concepts of life after death Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Should religious people be sad when someone dies? <p>How well do funeral and mourning rituals tell you about what a religion believes about life after death?</p>	<p>Can we know what God is like? Learning Objective: to explore different views of God Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Is religion the most important influence and inspiration in everyone's life? Do Sacred Texts have to be true to help people understand their religion? 	<p>Does it matter what we believe about creation? Learning Objective: to explore different views of creation and consider the consequences of holding certain beliefs Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Is it possible to hold religious beliefs without trying to make the world a better place? <p>Do religious people lead better lives?</p>
	MFL	<p>Time & Places in School</p> <ul style="list-style-type: none"> Introduce new vocabulary and practise using chorus response. Sing songs and play games to consolidate growing vocabulary. Use clocks to tell the time to the half hour, quarter to and quarter past Ask and answer questions on times of subjects in school. Compare French and English schools and timetables Introduce places in school and go on a tour of where each place is Create a short description of the school using set phrases. 	<p>Directions & Celebrations</p> <ul style="list-style-type: none"> Recognise and say places in the locality. Play games to practise new vocabulary Read and understand a short description of a journey Write a simple journey to school Give simple directions Say the date and explain knowledge of some important French and English celebrations Understand a simple recipe for biscuits Make/decorate biscuits for a celebration 	<p>Places in town (Locality)</p> <ul style="list-style-type: none"> Match new vocabulary to written word Use translation dictionary to add to list of places in MK (stadium, lakes, ice ring, parks, shopping centre, bowling alley etc) Build simple sentences using given structure: À Milton Keynes, il y a un/une., Nous avons... Extend idea using simple conjunctions (mais, et, parce que) and size (grand/e, petit/e) Create a simple leaflet/poster to promote MK 	<p>Going to a Café</p> <ul style="list-style-type: none"> Use bilingual dictionary to annotate a menu Spot singular and plural forms Role play simple conversation using key vocabulary: Vous desirez?/ Je voudrais.. Write and perform script for a café scenario 	

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