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Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	**Empathy**	**Self-discipline**	**Respect**	**Integrity**	**Courage**	**Gratitude**
Main Theme	**World War II**	**World War II**	**Renewable Energy**	**Vikings**	Vikings (continued two weeks) /Ancient Islamic Civilisation	Ancient Kingdom of Benin- West Africa 900AD to 1300AD (Year 6 Leavers Assembly)
Educational Visits	Imperial War Museum – visit by all classes as opener to topic	Splatter – WW II Experience School Visit	Trip to Hindu Manor, Watford	Metropolitan Police – Year 6 Visit LBR	Redbridge Library Viking Exhibit	**Yr6 Residential** Fairlop Waters Picnic Barkingside Park
Safeguarding **Awareness**	• Trips - Stranger danger, terror attacks, use of escalators • Exposure to past regimes and its impact on varying civilians • Comparing safety from then to now • How children were treated during the war period compared to now • Appreciation of working conditions for children during the 1950s • Life of a child in the past compared to modern life • Changes to governance to ensure child safety and equality • E-Safety linked to Music and Computing learning • How to be safe around the school • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure	• Trips - Stranger danger, terror attacks, use of escalators • Exposure to past regimes and its impact on varying civilians • Comparing safety from then to now • How children were treated during the war period compared to now • Appreciation of working conditions for children during the 1950s • Life of a child in the past compared to modern life • Changes to governance to ensure child safety and equality • E-Safety linked to Music and Computing learning • Recognising cyber bullying and how to address it • How to be safe around the school • Anti-bullying, awareness of bullying; bullies and being bully • Assembly on use of social media and gaming • Safety procedures in handling scientific equipment e.g. torches. • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure	• Trips - Stranger danger, terror attacks, use of escalators • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely • Use of clay tools safely • Safer use of solar equipment • E-Safety linked to Music and Computing learning • Fire safety in school including evacuation procedure • Safety on the sea/ocean – wearing of life jackets, how to alert for help if in danger	• Trips - Stranger danger, terror attacks, use of escalators • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely • Use of clay tools safely • E-Safety linked to Music and Computing learning • Staying safe – Metropolitan police training for Yr6 children on safety on the streets including Zip Cards, age restrictions, fire safety, bus safety, water safety • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Safety on the sea/ocean – wearing of life jackets, how to alert for help if in danger	• Trips - Stranger danger, terror attacks, use of escalators • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely • Use of clay tools safely • E-Safety linked to Music and Computing learning • Safety procedures in handling scientific equipment e.g. electrical equipment (wires, crocodile clips, buzzers, bulbs) • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Sharing how we are feeling during stressful periods • Science day – using a variety of resources; making perfume, using litter pickers, use of microscopes, petri dishes etc	• Trips - Stranger danger, terror attacks, use of escalators • Use of scissors, hole punches and staplers, awareness of how to handle equipment safely • Use of clay tools safely • E-Safety linked to Music and Computing learning • Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure • Sport day – keeping safe in the sun, awareness of their body's needs – water, potential injuries etc • Safety procedures in handling scientific equipment e.g. electrical equipment (wires, crocodile clips, buzzers, bulbs) • Yr6 residential (teaching of safety in an unknown place; sleeping arrangement, showering, use of hot water, eating safely etc). - Ratha Yatra- safety of handing leaflets out to the public, safety on the streets and mindful of behaviour towards neighbours, residents, public
English **(Spoken Language, Reading, Writing, Handwriting)**	Texts The Boy in Striped Pyjamas War Poetry by famous poets <u>Writing objectives</u> Narrative descriptive Diary Formal and informal letters using passive and active Persuasive writing: adverts, Dialogue and advancing the action Poetry appreciation **Grammar** Word classes – recap nouns and adjectiveWord classes – recap verbs and adverbs Informal and formal speech Basic punctuation recap Synonyms and	Texts Goodnight Mr Tom War Poetry by famous poets <u>Writing objectives</u> Narrative descriptive Diary Formal and informal letters using passive and active Persuasive writing: adverts, Dialogue and advancing the action Poetry appreciation **Grammar** Linking ideas across a paragraph Use of adverbial phrases for text cohesion Linking ideas between paragraphs Punctuation – Semicolon, colon and dash Punctuation – hyphen to avoid ambiguity Article use – a, an, the	Text Pig Heart Boy Malorie Blackman <u>Writing objectives</u> Narrative Writing Diary Newspaper Report Persuasive writing Play script Relative and subordinate **Grammar** Subject and object Punctuation of statements to list Clauses and phrases Conjunctions Pronouns Semi colons, colons, dash	Text Kensuke's Kingdom –Michael Morpurgo <u>Writing objectives</u> Narrative writing Diary Letters Explanation Text Newspaper Report **Grammar** Subject and object Punctuation of statements to list Clauses and phrases Conjunctions Pronouns Semi colons, colons, dash Spelling -fer 'ie' or 'ei' after c 'e' sound spelt 'ie' or 'ei' after c Word families 'mit' Word families 'inter' Challenge words Review	Text: A boy in the girl's bathroom – Louis Sachar <u>Writing objectives</u> Information Text Narrative writing Diary Letters Explanation Text Newspaper Report **Grammar** Tenses / being verbs Past tense with 'have' Use of adverbial phrases for text cohesion Linking ideas between paragraphs Word classes – nouns and adjectives Word classes – verbs and adverbs Shuhl sound after a vowel Shuhl sound after a consonant Soft c spelt ce Word	Text: MacBeth William Shakespeare <u>Writing objectives</u> Newspaper articles Character and setting descriptions/Profile Diary entry Recount poem analysis PRE link - Mahabharata – chapters 4 and 5. Vidura & Dhritarashtra Princess Draupadi's Wedding. Links to character comparisons between Macbeth. Discuss power struggles and the role of wives. **Grammar** Synonyms and antonyms Active and passive sentences Subject and object Punctuation of statements to list Formal and informal speech

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	antonyms Active and passive affect on sentences Ambitious	-able --able -ably Word families 'temp' 'var' Word families 'gest' 'light' Micro-, mini- Review	-fer 'ie' or 'ei' after c 'e' sound spelt 'ie' or 'ei' after c Word families 'mit' Word families 'inter' Challenge words Review		families 'acc' Word families 'sign' Challenge words Review	Basic punctuation – speech marks etc Word families 'gram' Noun and verb words Noun and verb words Long 'o' sound spelt 'ou' or 'ow' -ible -ibly Review
Maths	Number – Place Value Number – addition, subtraction, multiplication and division	Number -Fractions Number -Decimals Number -Percentages	Number – Decimals Number – Percentages Number – Algebra Number – Ratio Geometry and Statistics	Geometry – Properties of shapes Area and perimeter Statistics – draw and interpret line graphs Angles around a point Number - Calculating the mean	Calculations Fraction Decimals Percentages Addition and Subtraction Multiplication and Division Progress Week	Number Properties of Shapes Position, Direction and Motion Measures Statistics Algebra Calculation
Science	**Light up our world** Pupils should be taught to: Recognise that light appears to travel in straight line. 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. 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.	**Our Changing World** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents. 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.	**Everything Changes** Recognise that living things produce offspring of the same kind, but that offspring normally 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. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	**Body Pump** Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.	**Body Health** Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.	**Electricity** **Danger Low Voltage** Use recognised symbols when representing a simple circuit in a diagram Compare the functions of different components, giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches. 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, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, and use recognised symbols when representing a simple circuit in a diagram.
History	**WWII-** Children will develop a chronologically secure understanding of WWII-developing their use of the correct historical terms linked to WWII. They will generate their own questions about change, cause and similarity and significance. Pupils will be able to construct informed responses that involve the correct historical information and how knowledge from the past derives from a range of sources.	**WWII-** Children will develop a chronologically secure understanding of WWII-developing their use of the correct historical terms linked to WWII. They will generate their own questions about change, cause and similarity and significance. Pupils will be able to construct informed responses that involve the correct historical information and how knowledge from the past derives from a range of sources. How historical time can be recorded and measured How we can sort, sequence and order the past How we can interpret events to explore the attitudes of people in the past What happened at different times in different cultures?		**The Vikings** Be inspired to know more about the past. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England. • Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066	**Ancient Islamic civilisation** -Explore how Baghdad was the centre of a trade network that extended from China to Ireland, and from Scandinavia to sub-Saharan Africa. Illustrate maps with trade routes, transportation methods and goods traded. •Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. •Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Undertake an in-depth study of a non-European society that provides contrasts with British history – the Early Islamic Civilisation.	**Ancient Kingdom of Benin- West Africa 900AD to 1300AD** - Understand how the kingdom of Benin formed - Identify the religious beliefs of the people of ancient Benin - Understand Eweka's rise to power and his impact - Explore what can be learned about the Benin Kingdom through different artefacts Understand how the kingdom of Benin came to an end

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Geography	• Revisiting maps • Observing the change in territorial ownership during the World War • Analysing the flow of attack between the allies and axis • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.	• Revisiting maps • Observing the change in territorial ownership during the World War Analysing the flow of attack between the allies and axis	**Solar Energy** **Human and physical geography:** Distribution of natural resources including energy, food, minerals and water Where does energy come from? Alternative ways of generating energy About wind and solar power Measuring wind speed and sunlight How the school can save energy NC Human Geog- The distribution of natural resources including including energy, food, minerals and water Use fieldwork to observe, measure and record the human and physical features in the local area	• Using an atlas to locate where Vikings came from. • Locating the countries invaded by the Vikings on maps. • Identifying the places in UK that still have names influenced by Viking settlement. • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world •	**Ancient Islamic civilisation** -Explore how Baghdad was the centre of a trade network that extended from China to Ireland, and from Scandinavia to sub-Saharan Africa. Illustrate maps with trade routes, transportation methods and goods traded. Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Art **DT**	**Art: Focus Artist: Henry Moore** **KAPOW – Still Life** Art: Children will create a line drawing, using different skills e.g. cross hatching, rubbing, smearing, blending Also look WW2 painting. Children will create one based on an aspect of WW2 in the style of Moore **DT: KAPOW – 'Electrical Systems' –** Design, build and evaluate an Anderson Shelter	**Art: Focus Artist: Monet** **KAPOW – Impressionist Styles'** Art: Children will create a line drawing, using different skills e.g. cross hatching, rubbing, smearing, blending Also look at Henry Moore's WW2 painting. Children will create one based on an aspect of WW2 in the style of Moore **DT: KAPOW 'Design a Hat'** Children to create a design, choose material to make a helmet for a WWII soldier	**Art: Focus Artist – Picasso** **KAPOW- 'Make my voice heard'** Plan, design and make their own renewable energy model. Combining their knowledge of geography and land capacity, children will consider which renewable energy source would be the most efficient and cost effective for a given parameter. **DT:KAPOW – 'Structure Playground'** • To design a playground with a variety of structures • I know that there are different types of structures used in playground apparatus • I can consider how the structures can be used • I can design five different pieces of apparatus using three different structures I can improve my design based on peer evaluation	**Art: KAPOW – Drawing Zentangle Patterns** Create a zentangle design for a Viking Tunic Plan, design and make a Viking tunic **DT:KAPOW 'Textiles – make a waistcoat'** Children to make a Viking tunic – select appropriate fabric, using stitching to construct tunic. Use fabric pens to create a zentangle pattern on finished tunic.	**Art: Focus Artist:** Ludwig Deutsch and Rudolf Ernst Digital photography creating a photographic montage of the Year 6 production **DT:KAPOW –** **Digital world Navigating'** Children to design a program and create a digital flyer for their Year 6 production using CAD3D software. IT department to download the CAD3D software required onto tablets and laptops.	**Art: Focus Artist:** Gakonga **Gakonga (Linked to Lion King production)** **KAPOW – Digital Photography** Digital photography creating a photographic montage of the Year 6 production **DT:KAPOW** **'Digital world Navigating'** Children to design a program and create a digital flyer for their Year 6 production using CAD3D software. IT department to download the CAD3D software required onto tablets and laptops

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PE	**Gym:** Contrasting, mirroring and balances To identify special relationships with a partner To work in pairs to construct, practise, evaluate and improve compositions and quality of sequences To explore sequences and movements at varying speeds and levels- synchronised/canon movements To produce combined balances emphasising levels and shapes and link three balances using canon and synchronisation	**Dance:** To explore, improvise, combine movement ideas fluently with control To perform with a clear intention-creating structures and phrases and sections of a dance showing expression and understanding To perform set patterns with meaning To work in small groups collaboratively and comment on actions-evaluate and observe To improvise and combine movement ideas fluently To create sections of dance and whole dances To evaluate and refine and develop their own and others work Warm up and cool down independently	**Gym:** Make clear balanced shapes for a partner to move over/under Construct a sequence with a partner to show four different ways of passing over/under with fluency, directions, levels and shapes To adapt and transfer sequences from floor to apparatus To understand counter balance and tension To work in pairs to construct, practise and evaluate and improve sequences	**Games:** Invasion games-kicking, hockey and football- to combine and perform skills fluently To understand and apply a range of tactics for attack and defence To evaluate their own and others' work and suggest ways to improve it To play small sided net/ wall games to develop the range of tactics and strategies for attack and defence		**Athletics:** Develop techniques of stride, jumping for height, changing direction, running. Working in groups and individually to measure time and estimate targets Work co-operatively in teams to engage in competitive situations/ competitions
Computing	Isafe Overview iCompute believes that e-safety should be part of daily discussions in classrooms and addressed whenever technology is used as a tool for teaching and learning. eSafety issues are embedded and flagged throughout our schemes of work and lesson plans. This free unit uses Google's Internet Awesome curriculum and resources and is provided here for schools that would like to also cover eSafety discretely. The unit explores key aspects of e-safety and digital citizenship to prime pupils to engage in smart and safe technology use and online behaviour. 2014 KS2 Computing Programme of Study National Curriculum ✶ understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration ✶ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✶ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	Iapp National Curriculum ✶ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✶ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✶ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✶ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ✶ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Assessment	Iapp (2) Overview This unit extends the children's app development skills from blocks-based programming by introducing them to programming apps with text. Using a simplified JavaScript language, the children apply their computational thinking skills and begin to understand the importance of syntax in programming. National Curriculum ✶ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✶ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✶ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✶ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ✶ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Idata Overview This unit introduces pupils to spreadsheets. They find out how information is entered into a spreadsheet and how formulae can be used to calculate totals. They progress to producing charts and creating their own spreadsheets. National Curriculum ✶ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts ✶ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✶ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✶ understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration ✶ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✶ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✶ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Imodel Overview This unit introduces children to graphical modelling in three-dimensional space (3D). They will explore working with 3D shapes and use SketchUp to design, build and position a model of Santa's workshop. National Curriculum ✶ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts ✶ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✶ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✶ understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration ✶ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ✶ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ✶ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;	Inetwork Overview This unit explores how computer networks connect people in ways that allow them to work together and share information and resources. In includes investigating how the internet and internet search engines work by engaging the children in physical activities that model the connections and processes involved as well as by using networks to create web pages. National Curriculum ✶ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✶ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✶ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ✶ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ✶ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Music	See the yearly overview for Music					
Yoga	See the yearly overview for Yoga					
Sanskrit	See the yearly overview for Sanskrit					
PRE	See the yearly overview for PRE					

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PSHE/RSHE	See the yearly overview for PSHE
Spanish	See the yearly overview for Spanish