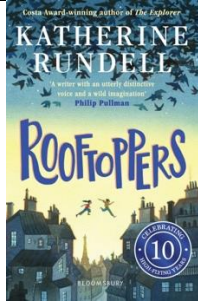
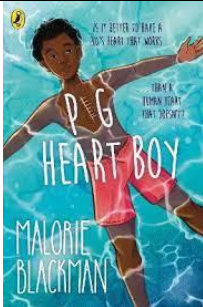
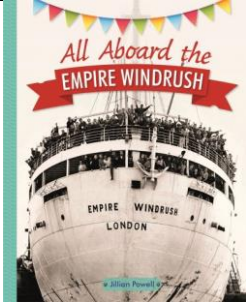
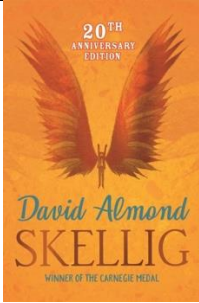
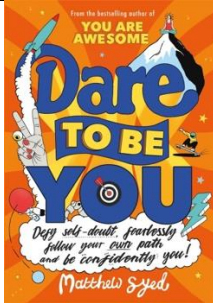




## Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>						
<b>Reading</b>						
<b>English</b>	<p><u>Autobiography</u></p> <p><u>Discursive writing and speeches</u></p> <p><u>Poems that create images and explore vocabulary (war poetry)</u></p> <p><i>Passive and active voice, synonyms and antonyms, colons, semi-colons and dashes for clauses, hyphens</i></p>	<p><u>First person stories with a moral</u></p> <p><u>Shakespeare's (sonnets)</u></p> <p><u>Explanatory texts</u></p> <p><i>Passive and active voice, synonyms and antonyms, colons, semi-colons and dashes for clauses, hyphens</i></p>	<p><u>Extended third person narrative (adventure stories)</u></p> <p><u>Explanatory texts</u></p> <p><i>Formal and informal speech, subjunctive form</i></p>	<p><u>News reports</u></p> <p><u>Autobiography</u></p> <p><u>First person stories with a moral</u></p> <p><i>Formal and informal speech, subjunctive form</i></p>	<p><u>Extended third person narrative (adventure stories)</u></p> <p><u>News reports</u></p> <p><i>Linking ideas across paragraphs</i></p>	<p><u>Discursive writing and speeches</u></p> <p><u>Poems that create images and explore vocabulary</u></p> <p><u>Shakespeare's (sonnets)</u></p> <p><i>Linking ideas across paragraphs</i></p>
<b>Mathematics</b>	<p><u>Place Value</u></p> <p>Numbers to 1,000,000</p>	<p><u>Addition and subtraction continued</u></p>	<p><u>Ratio</u></p> <p>Add or multiply? Use ratio language</p>	<p><u>Fractions, decimals and percentages</u></p>	<p><u>Shape</u></p> <p>Measure and classify angles</p>	<p><u>Theme projects, consolidation and problem solving</u></p>



	<p>Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers</p> <p><u>Addition and subtraction</u> Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors</p>	<p>Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts</p> <p><u>Fractions</u></p> <p>Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Multiply fractions by integers</p>	<p>Introduction to the ratio symbol Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio problems Proportion problems Recipes</p> <p><u>Algebra</u></p> <p>1-step function machines 2-step function machines Form expressions Substitution Formulae Form equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns</p> <p><u>Decimals</u></p> <p>Place value within 1</p>	<p>Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount – one step Percentage of an amount – multi-step Percentages – missing values</p> <p><u>Area, perimeter and volume</u></p> <p>Shapes – same area Area and perimeter Area of a triangle – counting squares Area of a right-angled triangle Area of any triangle Area of a parallelogram Volume – counting cubes Volume of a cuboid</p>	<p>Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle – special cases Angles in a triangle – missing angles Angles in a quadrilateral Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes</p> <p><u>Position and directions</u></p> <p>The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections</p>	
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		<p>Multiply fractions by fractions Divide a fraction by an integer Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole</p> <p>Converting units Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures</p>	<p>Place value – integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply decimals by integers Divide decimals by integers</p>	<p><u>Statistics</u></p> <p>Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p>		
<b>Science</b>	<p><u>Electricity</u></p> <p>Build and represent a series circuit Components in a series circuit</p> <p>Manipulate the number and variety of components</p>	<p><u>Introduce Animals, Including Humans</u></p> <p>Blood components and blood vessels Transporting nutrients</p> <p>The circulatory system</p> <p>The functions of the heart</p>	<p><u>Introduce Animals, Including Humans (water transportation)</u></p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><u>Light</u></p> <p>Properties of light</p> <p>Light travel Colour of light</p> <p>Reflection</p> <p>Refraction</p>	<p><u>Living things and their habitats</u></p> <p>Pioneering scientists: Carl Linnaeus</p> <p>Classification of living things</p>	<p><u>Evolution and Inheritance</u></p> <p>Change over time</p> <p>Biological change: DNA</p> <p>Theories of evolution</p>



		<p>Scientists who have influenced this topic</p> <p>The effects of exercise, drugs and lifestyle Ways to keep healthy</p> <p>Connection between circulatory and digestive system</p> <p>Removal of waste</p>			<p>Scientists: Darwin and Wallace</p> <p>Adaptation and evolution</p>
<b>History</b>	<p><u>Local history study:</u></p> <p><u>WW2</u></p> <p>How did conflict change our local area in WW2?</p> <p>The Second World War</p> <p>Remember: The Battle of Britain and World War Two.</p> <p>The Friendly Invasion Why was East Anglia described as mini America?</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><u>Windrush generation</u></p> <p>People and place Where are the Caribbean islands? What's their history?</p> <p>Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><u>Battle of Britain</u></p> <p>Cause</p> <p>Why did Britain declare war on Germany in 1939?</p> <p>Food shortage Why was rationing introduced?</p>		



	<p>Places and People Where were the airbases in our locality?</p> <p>Why were these airbases important to the war effort?</p> <p>What effect did these airbases have on our local area?</p> <p>Memorials How do we remember the brave men and women who defended our country?</p>	<p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p> <p>Who was Sam King and what did he do?</p> <p>Who was Norma Best and what did she do?</p> <p>Application How did the Windrush migration change Britain for the better?</p>	<p>Threat Why were people evacuated from cities?</p> <p>Battle of Britain What happened in the Battle of Britain?</p> <p>Bombing cities The Blitz: how did Hitler continue to attack Britain?</p> <p>Consequence How did conflict change society in the Second World War?</p>
<p><b>Geography</b></p>	<p><u>Comparison study – UK, Europe North or South America</u></p> <p><u>United Kingdom:</u></p> <p><u>Europe and North America</u></p> <p>Where is the Lake District?</p> <p>How was the Lake District formed?</p> <p>Europe: Poland: where can you find the Tetra mountains?</p>	<p><u>Physical processes: earthquakes, mountains and volcanoes:</u></p> <p>The Earth’s structure and tectonic plates:</p> <p>What makes up layers of planet Earth?</p> <p>What are tectonic plates and where do you find them?</p> <p>How do tectonic plates move and what happens when they meet or separate?</p> <p>How was the Lake District formed?</p>	<p><u>Settlements and relationships</u></p> <p><u>Settlements:</u></p> <p>What are settlements and where are they found?</p> <p>Settlement patterns: Do settlements have a pattern?</p> <p>People and economic patterns: Do people, their movement and economic activity have patterns</p>



	<p>What are the Tetra mountains like?</p> <p>North America: The Caribbean and Jamaica: what do we know?</p> <p>What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</p>	<p>Earthquakes: What causes an earthquake and what is the effect?</p> <p>Mountains: How are mountains formed?</p> <p>Volcanoes: How do volcanoes work?</p>	<p><u>Orienteering</u></p> <p>What are 4 and 6 figure grid references? How do we use them?</p> <p>Introduction to orienteering What is orienteering? How do I orientate a map?</p> <p>How do I navigate a simple indoor course using controls?</p> <p>Outdoor orienteering courses How do I navigate a simple course outdoors with controls?</p> <p>Motala: how do I navigate multiple outdoor courses using controls?</p> <p>How do I plan and set up an orienteering course?</p>
<b>Art</b>	<p><u>Drawing</u></p> <p>Combine techniques to create abstract images Learn about surrealism and portraiture Know about the different elements of art and design</p>	<p><u>Painting and Collage</u></p> <p>Create still life compositions by combining different media and in response to cubist work</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p>	<p><u>3D</u></p> <p>Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'</p> <p>Explore combining techniques to create sculptures using mixed-media including recycled materials</p>



	<p>Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Know that observation of still life can be responded to through a combination of different media and styles</p> <p>Be able to create a still life using a variety of colours, textures and materials, including paint</p>	<p>Know a 2D object can change its form and shape to become 3D</p> <p>Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important</p> <p>Be able to use different media to create shapes and forms</p> <p>Be able to match visual and tactile elements to their intentions to create visual balance</p>
<b>DT</b>	<p><u>Food and nutrition</u></p> <p>Multicultural influences on food Can street foods save us?</p> <p>Know what street foods are Know how snacks can be good foods to eat Be able to make a burrito, bread and a savoury pastry</p>	<p><u>Structures</u></p> <p>Designing structures – combining skills and knowledge How strong is a piece of spaghetti?</p> <p>Know structures can be supported with guy lines and flying buttresses Know the shorter the piece of spaghetti, the stronger it will be Be able to construct a flying buttress to support a tower Be able to use appropriate lengths of spaghetti to increase strength and stability</p>	<p><u>Textiles</u></p> <p>Sustainable materials How can you reduce, recycle, repurpose?</p> <p>Know plastic waste can be recycled and repurposed into practical, useful items Be able to make a crochet hook out of a chopstick Be able to use plastic bags and snacks packets to create practical items</p>
<b>Spanish</b>	<p>Over the year, the children will be learning and focusing on:</p> <ul style="list-style-type: none"> <li>• Time on the hour</li> <li>• Write a paragraph</li> <li>• Perfect tense</li> <li>• Places in school and subjects</li> </ul>		



	<ul style="list-style-type: none"> <li>• Drinks and snacks</li> <li>• Euros</li> <li>• Description of your town</li> <li>• Verbs in the present tense</li> <li>• At the theme park</li> <li>• Write a short text referring to the past and future</li> <li>• My newspaper</li> </ul>		
<b>Music</b>	<p>Children will be able to:</p> <p>engage in discussion about the a piece of music using varied vocabulary in response to what they hear</p> <p>take the role of conductor or follow a conductor</p> <p>compose using all 7 Music Elements</p> <p>sing in two or more parts securely</p> <p>perform rhythms confidently on their own or in a group</p> <p>compare and contrast pieces of music from different eras</p>	<p>Children will be able to:</p> <p>explore musical concept of theme and variations and discover how rhythms can be 'translated' onto different instruments/body percussion</p> <p>compare and contrast different variations in Benjamin Britten's 'The Young Person's Guide to the Orchestra', identifying the sounds of different instruments</p> <p>use complex rhythms to perform a theme.</p>	<p>Children will:</p> <p>name some well-known Baroque composers and their musical features</p> <p>learn about 'ground bass' in Baroque music and compose their own repeating melodic patterns</p> <p>learn about the musical form of fugue and the musical form oratorio.</p>
<b>Computing</b>	<p><u>Computer Science</u></p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Controlling or simulating physical systems.</p>	<p><u>Digital Literacy</u></p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour.</p> <p>Know a range of ways to report concerns and inappropriate behaviour.</p>	<p><u>Information Technology</u></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices.</p> <p>Design and create a range of programs, systems and content that accomplish given goals.</p>





	<p>Solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables.</p> <p>Work with various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet.</p> <p>Understand how networks can provide multiple services, such as the world wide web.</p>	<p>Be discerning in evaluating digital content.</p> <p>Understand the opportunities networks offer for communication and collaboration.</p>	<p>Collecting, analysing, evaluating and presenting data and information.</p> <p>Use search technologies effectively.</p> <p>Appreciate how search results are selected and ranked.</p>			
<b>PE</b>	<p><u>Football</u></p> <p>Receiving and passing. Turning with the ball. Control.</p>	<p><u>Netball</u></p> <p>Refine throwing and catching. Selecting correct throws and catches. Footwork rule.</p>	<p><u>Gymnastics &amp; Dance</u></p> <p>Handstands, forwards and backwards rolls. Shapes. Using small and large apparatus.</p>	<p><u>Basketball</u></p> <p>Dribbling Passing. Positions and roles. Officiating. Application to matches. Competitive matches.</p>	<p><u>Athletics</u></p> <p>100m, 200m and 400m techniques. Controlling running pace over different distances.</p>	<p><u>Cricket</u></p> <p>Bowling techniques. Tactics in mini games. Basic rules in games.</p>



	Pressing and tackling. Shooting. Competitive matches.	Deceiving defenders to receive. Netball positions. Competitive matches.	Plan sequences. Performing sequences in groups.		Relay techniques. Standing long jump techniques. Triple jump techniques. Throwing for distance techniques.	Umpire their own matches. Combine to matches. Competitive matches.
<b>Sanskrit</b>	Simple sentences 'Battle' topic	Nominative and Accusative case 'Battle' topic	Accusative sentences 'In the Ocean' topic'	Accusative sentences 'In the Ocean' topic	Adjectives 'Occupations' topic	Adjectival sentences 'Occupations' topic
<b>Yoga</b>	Nadi shodana and Brahmari pranayama will be practiced. Focus for asanas is the shoulder stand cycle, head stand practice and the forward bending asanas. Guided meditation will continue. Yoga philosophy will be shared at appropriate times.					
<b>PRE</b>	<u>Critical and philosophical thinking</u>  Importance of critical thinking, philosophical thinking and personal insight (e.g. in their own lives). Difference between moral truth and other forms of truth. Common logical fallacies.	<u>Self &amp; world: Bhagavad Gita study</u>  Gita is a response to a moral dilemma. Main Hindu concepts (at least: Jiva, Isvara, Karma, Yoga, Bhakti, Samsara, Gunas/Prakriti and Moksha) and the related verses. Various ways of structuring and making sense of the Bhagavad-gita Contemporary and topical moral issues	<u>Self &amp; God: Relationships</u>  Tive main 'rasas' with examples. Various types of relationships we have in this world and analyse them, as found in literature or film/TV, in terms of the 'rasas'. Worldly relationships change over the course of our lives.	<u>God &amp; world: Lining values: etiquette</u>  Importance of etiquette using scriptural examples. The key role of etiquette in nurturing moral values. Progressive Ashrams and with specific references to the role of etiquette between boys and girls. Improving their own conduct re: etiquette, with evaluation of how this may help their own	<u>Self &amp; world: Lining values-rites of passage</u>  Permanence and change, especially as applied to notions of the permanence of the spiritual self, constant change and non-permanence of the body and 'stages of life' and as linked to 'rites of passage'.	<u>Self &amp; world: Teachings for life</u>  Vedic cosmology, Vedic time and Vedic contributions to mathematics (e.g. pi, zero), arts (e.g. poetics, architecture) and sciences (e.g. surgery, speed of light). Explore the metaphors (car and driver / old and new clothing)



	<p>Evaluate forms of argumentation, as by identifying fallacies in speech, written articles and so on. Analyse, Synthesise and Evaluate by presenting, justifying and defending a sound argument for a particular moral or philosophical standpoint.</p>	<p>(e.g. in news articles) on the basis of the Gita. The Gita's relevance to their own lives, taking into account the teachings of the Gita on free will and destiny.</p>	<p>'Six-loving exchanges' of Chaitanya-Vaishnavism and evaluate how these are relevant to their own lives. Detailed examples from Hindu scripture (or the lives of Vaishnava saints) that exemplify the 'six-loving exchanges'.  Key principles of good association (sadhya sanga) and how such association can be accessible and relevant to their lives. Virtues in sustaining meaningful and fulfilling relationships. What relationships and virtues are important to them.</p>	<p>respective futures, and those of others.</p>	<p>The four ashramas, as linked to (a) enjoying and accepting the world (b) renouncing the world and practicing austerity (c) the ideas of 'consequences' and 'long-term happiness'. Compare a main rite of passage for Hinduism, Christianity and Judaism. Analyse the rite of passage called 'diksha' or 'initiation' within the Chaitanya tradition. Develop their own life-aspirations.</p>	<p>and arguments (difference between a living and dead body / finger as part of body) for the existence of the spiritual self, separate from the body and mind. Main arguments for the existence or non-existence of God and be able to explore and articulate their own opinion. Problem of suffering/evil, and understand the Chaitanya tradition's response. Open forum discussion sessions, including significant time dedicated to "questions and answers".</p>
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<b>PSHE</b>	<u>Me and my Relationships</u>  Assertiveness Cooperation Safe/unsafe touches Positive relationships	<u>Valuing Difference</u>  Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	<u>Keeping Safe</u>  Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	<u>Rights and Respect</u>  Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	<u>Being my Best</u>  Aspirations and goal setting Managing risk Looking after my mental health	<u>Growing and Changing</u>  Coping with changes Keeping safe Body Image Sex education Self-esteem
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