

Year 6 Curriculum Overview 2023-24

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Communications	English	<p>All curriculum objectives for Reading and Writing are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied, listed below. There will then be a main, independently written outcome.</p>					
		<p>Literary Curriculum - Suffragette: The Battle for Equality</p> <p>Outcomes: Formal letters, diary entries, balanced arguments, speeches, short news report</p> <p>Main outcome: Persuasive campaign</p> <p>It is an illustrated information book which works chronologically through the history of suffrage, though in the sequence we focus on some key events and use these to eventually plan our own campaign for a law that should be changed somewhere.</p>	<p>Literary Curriculum - Romeo and Juliet</p> <p>Outcomes: Diaries, letters, narratives, character descriptions, balanced argument</p> <p>Main outcome: Playscript</p>	<p>Literary Curriculum - Boy in the Tower</p> <p>Outcomes: Journalistic writing, formal letters, non-chronological reports</p> <p>Main outcome: Own version narrative (past and present tense)</p> <p>Children will learn and revise many of the key grammar requirements of Y6 and have the opportunity to apply them within short and longer written outcomes.</p>	<p>Literary Curriculum - Can We Save the Tiger</p> <p>Outcomes: Letter, explanation, persuasive poster, persuasive speech, simple poem</p> <p>Main outcome: Discussion text</p> <p>The sequence begins by asking children to explore an argument from another group's perspective, before going on to read the text. During the sequence, children create posters, persuasive speeches, poems (as well as having the opportunity to learn a poem by heart), explanation texts and discussion texts. The final outcome gives children the opportunity to publish their discussion text as a newspaper article.</p>	<p>KS2 Sats Revision</p> <p>Structured revision in preparation for KS2 SATS.</p>	<p>Literacy Curriculum - The Arrival</p> <p>Outcomes: Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides</p> <p>Main outcome: Narrative retelling</p> <p>This sequence explores the issue of immigration and the reasons why people have to flee countries and seek asylum. Children explore characters, emotions, different points of view and challenges faced by the main character and other characters who have made their way to a new land. Children will write a diary of the little girl left behind and there are opportunities to write short scripts for scenes and narrative passages to describe what is happening at certain points in the book.</p>
	FRENCH	<p>A l'école (At school) : School subjects ; verb : étudier ; time ; opinions ; talking about their timetable</p>	<p>Le weekend (At the weekend) : time ; what you do at the weekend ; developing an idea with conjunctions ; presenting</p>	<p>Les habitats (habitats) : key facts about what animals and plants need to survive in their habitat</p>	<p>Manger et bouger (eating and moving) : 10 foods and drinks that are good for your health ; 10 that are bad for your</p>	<p>Moi dans le monde (Me in the world) : Countries and festivals in the Francophone world ; cultural differences and</p>	<p>Les planètes (The planets) : the planets ; an interesting fact about each planet ; adjectival agreement and position</p>

			a spoken and written narrative	; different adaptations ;	health ; activities to stay in shape ; healthy lifestyle ; a French recipe	similarities ; protecting the planet ; à / en / au / aux	
Mathematics	Maths	<p>Place Value Pupils will learn:</p> <ul style="list-style-type: none"> Numbers to 1,000,000 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>Number: Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Add and subtract integers Common factor 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 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>Number: Fractions</p> <ul style="list-style-type: none"> 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 Multi-step problems Multiply fractions by integers Multiply fractions by fractions Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole <p>Measurement: Converting Units</p> <ul style="list-style-type: none"> Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures 	<p>Number: Ratio</p> <ul style="list-style-type: none"> Add or multiply? Use ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio problems Proportion problems Recipes <p>Number: Algebra</p> <ul style="list-style-type: none"> 1-step function machines 2-step function machines Form expressions Substitution Formulae From equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns <p>Number: Decimals</p> <ul style="list-style-type: none"> Place value within 1 Place value - integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1000 Divide by 10, 100 and 1000 Multiply decimals by integers Divide decimals by integers Multiply and divide decimals in context. 	<p>Number: Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> 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>Measurement: Area, Perimeter and Volume</p> <ul style="list-style-type: none"> 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>Statistics</p> <ul style="list-style-type: none"> Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean 	<p>Geometry: Shape</p> <ul style="list-style-type: none"> Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle - special cases Angles in a triangle - missing angles Angles in quadrilaterals Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections <p>Themed Projects, Consolidation and Problem Solving</p> <ul style="list-style-type: none"> Best Value Profit and loss Packaging Cooking Problems 	<p>Themed Projects, Consolidation and Problem Solving</p> <ul style="list-style-type: none"> Climate Distance conversion graph Conversion Airport Accommodation Budget Time problems Annual salary Hourly rates Bills Mortgage House

<p style="text-align: center; font-weight: bold;">Science</p>	<p>Science</p> <p>Working scientifically is taught across all five topics.</p> <p>As each topic has a different number of learning objectives, some topics are longer than half a term whilst others are shorter than half a term.</p>	<p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><u>Evolution and inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Living things and their habitats</u></p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Animals including humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Working scientifically</u></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sport & Performing Arts</p>	<p>PE</p>	<p><u>Football</u> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p><u>Gymnastics</u> Pupils use their 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 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 are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Netball</u> In this unit pupils will develop defending and attacking play during even-sided 5-a-side</p>	<p><u>Dance</u> Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to 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><u>Dodgeball</u> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve</p>	<p><u>OAA</u> 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><u>Basketball</u> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils</p>	<p><u>Athletics</u> 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 when officiating as well as observe and provide feedback to others.</p>	<p><u>Tennis</u> 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 performances and identify areas to improve.</p> <p><u>Rounders</u> Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and</p>

			<p>netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their</p>	<p>this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>	<p>will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</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 of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p>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 group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>
Music	<p><u>Film Music</u></p> <p>This unit of work will enable students to explore how music is used within films. Students will learn about different film music composers, the use of leitmotifs in film music (e.g. from the Harry Potter films) and will use GarageBand to compose a soundtrack for animated film clip.</p>	<p><u>Classroom Jazz 2</u></p> <p>This unit of work builds on students' prior knowledge and learning from 'Classroom Jazz 1'. Students will further develop their knowledge of Jazz music through listening and appraising tasks and will compose their own piece of Jazz music using a range of instruments. Students will have the opportunity to improvise music as part of their Jazz composition as well.</p>	<p><u>Learning Woodwind Instruments</u></p> <p>Students will have whole class instrumental lessons focusing on learning the Clarinet and Flute.</p> <p>The lessons will incorporate a focus on the elements of music, reading of staff notation, performing and improvisation.</p>	<p><u>Learning Woodwind Instruments</u></p> <p>Students will continue to have whole class instrumental lessons developing their musical skills on Woodwind instruments from the previous half term.</p>	<p><u>Learning Woodwind Instruments</u></p> <p>Students will continue to have whole class instrumental lessons developing their musical skills on woodwind instruments from the previous term.</p> <p>For this term, students will have the opportunity to learn a different woodwind instrument (either Clarinet or Flute) from the one learnt in the Spring term.</p>	<p><u>Learning Woodwind Instruments</u></p> <p>The final half term of the whole class woodwind instrument tuition will prepare students for the Junior School Music concert where the students will perform a selection of woodwind ensemble pieces as a class.</p>	
Drama							

Humanities	History	<u>What was the impact of WW2 on British people?</u> Pupils will understand the causes of WW2. They will look at how the Battle of Britain was won and what life was like during the Blitz. They will understand what life was like for evacuees and the impact WW2 had on women's lives.		<u>Who should go on a bank note?</u> Pupils will look at the significance of people on the bank notes. They will decide whether a person is historically significant. Pupils will then look at the significance of William Tuke, Lily Parr and Betty Snowball and then decide who should be on the new £10 note.		<u>How did the Maya civilisation compare to the Anglo-Saxons?</u> Pupils will look at where the Maya lived and the challenges of living in the rainforest. They will compare Anglo-Saxon and Mayan houses. They will then look at Mayan Gods and Goddesses. They will then finally explore the decline of the Maya cities.	
	Geography	<u>Where does our energy come from?</u> Pupils will look at why energy sources are important and the benefits and drawbacks of renewable energy. They will look at how energy sources affect how settlements grow. They will then look at how the UK generates energy and what is the best way to generate energy.		<u>Can I carry out an independent fieldwork enquiry?</u> Pupils will develop enquiry questions and then decide upon the most effective method for their fieldwork. They will then plan a route for their fieldwork and collect their data. Finally they will analyze their data and present their findings..		<u>Would you like to live in the desert?</u> Pupils will summarize the characteristics of a desert biome and explore the locations and features of deserts. They will explore how humans can use deserts and some of the threats facing deserts.	
	PSHE	<u>Introductory lesson Family and relationships</u> identifying ways to resolve conflict through negotiation and compromise. Discussing how and why respect is an important part of relationships. Stereotypes: Attitudes. Challenging stereotypes. Change and loss.	<u>Health and well-being</u> Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Impact of technology on health. Resilience tool box. Immunisation.	<u>Citizenship</u> Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others	<u>Economic well-being</u> Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them. Career routes.	<u>Well-being Safety and the changing body</u> Alcohol. Critical digital consumers. Social media. Discussing problems which might be encountered during puberty and using knowledge to help. Conception, pregnancy and birth. (<i>parents have the right to withdraw their child from these sessions</i>) First Aid: Choking / Basic life support.	<u>Safety and the changing body Identity Transition lesson: Dealing with change</u> Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity. Exploring a greater range of strategies to deal with feelings associated with change.
Religious Studies	<u>What helps Hindus to worship?</u> Pupils will look at Sanatana Dharma as a way of life for Hindus. They will also look at the key duties and avatars of Sanatana Dharma and their place in Hindu	<u>How is God three and yet one?</u> Pupils will look at the Holy Spirit being God at work in the world, the Holy Spirit in relationship with the Father and Son. They will look at creation and	<u>What are the Buddhist ways of life?</u> Pupils will look at the Buddhists story of enlightenment, how Buddhists follow teachings to avoid bad karma. They will also look at the eightfold path.	<u>What do Christians believe about the Messiah and why is it good news?</u> Pupils will look at Jesus as fulfillment of prophecies in his birth, life and death. They will link these with the story of	<u>What can be done to reduce racism and can RE help?</u> Pupils will look at what is meant by racism, what we can learn from the statues in Bristol. They will then look at whether good RE can promote	<u>For Christians what difference does it make to belong to God's Kingdom?</u> Pupils will look at the command to 'act justly, love mercy, walk humbly'. They will look at the difference the Holy	

		worship.	Christina's experience. They will then compare these views to other religions.		Simeon in the temple. They will explore what Jesus said about himself.	justice and equality for all.	Spirit can make. They will then look at the Lord's Prayer and what Christians believe about life after death.
Technology	Design & Technology	<u>Electronic systems and CAD/CAM - Wind powered vehicle</u> Sustainability - Renewable energy sources Research - Different types of energy generation, including fossil fuels, renewable sources. Technical knowledge - CAD Electric circuits, Energy generation and storage Design - Using CAD create a wind powered vehicle Make - Using CAM and fabrication methods create a wind powered vehicle Evaluate - Testing if the product works and suggest modifications		<u>Electronic systems and Textiles - E - Textiles torch</u> Sustainability - Energy conservation Research - Investigating materials and components Technical knowledge - Use of E-Textiles. Sewing techniques Design - Plan out a circuit and develop a pattern for torch casing Make - Sew a circuit and shape of torch incorporating an LED Evaluate - Reflection of success creating a circuit Careers links - Fashion designer			
	Cooking & Nutrition	<u>Afternoon Tea - EWP</u> Nutrient basics where do we get them from? - pastry types and flours and cultures - <i>palmiers, raspberry buns and savoury basil muffins</i> Food provenance and seasonality - how do we flavour different foods (herbs, flavourings and spices) - <i>duffins and breadsticks (rock cakes reward)</i>					
	Art	<u>In Flanders Fields</u> Pupils will explore the work of the artists officially commissioned to record the war, with a focus on Paul Nash's paintings. They will discover how art was used as a propaganda tool in the form of posters, and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, children will create their own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.	<u>Landscapes</u> This unit introduces pupils to the world of landscape art. They will learn about perspective and experiment with watercolors. As well as understanding atmospheric perspective. They will then look at how to create abstract landscapes.	<u>Chinese Art</u> Pupils will explore hundreds of years of Chinese art history together. With everything from dragons to Ming vases, they will have the chance to undertake a host of fun, creative and challenging Art projects as they learn about Chinese Art and create some impressive artwork of their own.	<u>Art of Africa</u> Pupils will explore the rich culture of African art. They will think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque. They will be introduced to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom.		

	Computing	<p>Students use spreadsheets to help manage a sports business.</p> <p>Dragons Den - students create a business plan, designing logos, branding various products, creating social media adverts.</p>	<p>Computational thinking - students look at how to plan solutions for computers.</p> <p>HTML - hand coding hypertext mark-up language.</p>	<p>Controlling physical systems - Students learning about how computers can interact with the world around them.</p> <p>Digital story - students use multimedia and interaction to create and tell a story.</p>