



Curriculum Overview – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Living Things and Their Habitats Children will learn to give reasons for the classification of animals and match groups of animals to their characteristics. They will design a creature that has a specific set of characteristics, using prompts. The children will learn about the useful and harmful effects of different microorganisms. They will then use this knowledge to identify the variables in an investigation into harmful microorganisms and draw conclusions.</p>	<p>Light Children will learn about light, how we see, shadows, reflection and refraction. The children will learn how light travels and how this enables us to see objects. The children will have the opportunity to make a functioning periscope, finding out about mirrors and the angles of reflection and incidence. They will work scientifically and collaboratively to investigate refraction, carrying out some fascinating experiments into the effects of bending light. Children will have a chance to predict what will happen in an investigation into the visible spectrum. They will work in a hands-on way to explore how light creates the colours we see, designing coded messages. Children will learn about Isaac Newton and his theory of light and colour,</p>	<p>Evolution and Inheritance Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.</p>	<p>Animals Including Humans Children will build on their knowledge and understanding of different systems within the body. They will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Children will explore how a healthy lifestyle supports the body to function and how different types of drugs affect the body.</p>	<p>The Science of Sport' Children will investigate and explore the grounds, the kit, the people, the physics, night time matches... and even reflect on their own sporting prowess in this revision block that can be taught across a half term, or in the form of a science week.</p>	<p>Electricity Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it. As well as conducting their own investigation, they will get the opportunity to create their own torch.</p>
Geography	<p>A region within North America- California In this unit, children will first find out about the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.</p>		<p>A region within a European Country - Naples & Campania Children investigate life and work in and around Naples which is in a highly volcanic region overlooked by Mt Vesuvius. The eruption of AD79 has had a lasting effect and the next eruption may occur at any time. Tourists from all over Europe flock to the Amalfi Coast to soak up the sunshine and the Italian cuisine.</p>		<p>Trade and Economics Children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</p>	

History	World War Two Children learn when and why World War II began and find out about the key individuals and countries involved. They will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Children learn important facts about the Holocaust and investigate events that were key turning points in the war. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events shape the world today.		History of Ancient Benin Children will learn, in depth, about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.		The Shang dynasty The children will learn who the Ancient Shang people were, where and when they lived, using maps and atlases to locate Shang cities. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies. The children will also examine a range of Shang artefacts and draw conclusions about what they can teach us. The unit ends with a close look at the remarkable discovery of the first intact Shang tomb which belonged to the military general and high priestess Fu Hao.	
Computing	Spreadsheets Children are given an understanding of spreadsheets and how they can be used. Different spreadsheet templates are provided in which children learn skills in formatting and entering specific formulas. Children investigate skills in using the spreadsheet to solve specific problems. Examples include number calculations, sports league tables, test scores, and budget planning.	Kodu Programming Children are introduced to programming with Kodu, a simple visual programming language made specifically for creating games. The distinguishing features of Kodu are visual icons that are added together like building blocks to form instructions and game environments constructed by the user in a 3D scene editor.	Film Making Children explore various aspects of film-making. In doing so, they must choose and use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing. As well as using digital devices for recording (video camera or tablet), children work through pre- and post-production stages, planning good-quality interviews for a documentary and complete the process with use of video editing software - Windows Movie Maker.	Using and Applying Children are given an engaging open-ended project to apply the skills they have developed by working on other units within the year group. Children work in groups on the project which incorporates software, skills and aims that have been covered in previous units.	Online Safety Children take a more in depth look at a variety of online safety issues, most of which they will have been familiarized with in previous years. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous	Scratch: Animated Stories Children continue to develop their skills in writing their own algorithms as well as editing and debugging existing codes. New skills are introduced to structure code and animate characters and scenes, gradually building to create a short animated story.
Design & Technology	Food: Come dine with me Working in groups, children research and prepare a three-course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to include in a class cookbook.	Mechanical Systems: Automata toys Using woodworking skills & materials, pupils construct a window display using an automata mechanism. Explore and evaluate existing products. Measure and cut materials, assemble the frame, choose cams, design the characters that sit on the followers and also finish with a foreground and background.	Textiles: Waistcoats Using the skills they've developed over the past few years, children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.	Electrical Systems: Steady hand game Using their understanding of electrical systems and design, pupils are challenged with designing and creating a steady hand game. Pupils will use nets to create their bases and their knowledge of electrical circuits to build a circuit with a buzzer which closes when the handle makes contact with the wire frame	Structure: Playgrounds This topic draws upon pupils' skills and knowledge of structures, challenging them to design and create a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils can practise visualising objects in plan view and also get creative with their use of natural features and cladding for their structures.	

<p>PE</p>	<p>Dance 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>Tag Rugby In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play</p>	<p>Gymnastics In this unit, 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>Basketball 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 as well as defending skills to gain possession. Pupils 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</p>	<p>Badminton 5/6 Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p>Hockey In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and</p>	<p>Tennis In this unit 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>Fitness Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p>	<p>Athletics In this unit, 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>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. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils</p>	<p>Swimming OAA 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>Athletics In this unit, 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. 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Art & Design	Make my voice heard Making skills - Creating 3D forms in clay. Developing drawing and painting skills. Formal elements - Developing understanding of line, tone and 3D form. Generating ideas - Designing ideas for the fourth plinth in Trafalgar Square. Knowledge of artists- Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti Evaluating- Correcting and improving		Photography Making skills - Developing skills in making art through digital processes. Creating works of art through cutting, tearing and ripping images. Generating ideas- Expressing ideas about art through messages, graphics, text and images. Knowledge of artists- Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch Evaluating- Critically discussing their own and other's work, adapting and improving work Still life Making skills- Developing techniques, including control and use of materials, including negative drawings Formal elements. Learning about line and tone through drawing. Generating ideas- Producing personal interpretations of cherished objects. Knowledge of artists- Investigating the work of Cezanne, Fumke and Nicholson Evaluating- Critically reviewing results and outcomes in light of evaluation.		Art and design skills Painting: impressionism- Investigating great impressionist's paintings. Drawing: zentangle patterns Using drawing for relaxation. Craft: zentangle printing Creating repeating patterns using their zentangle designs. Design: making a hat- Making skills Creating 3D sculptural forms using basic art materials. Learning about...the work of Edward Hopper.	
Music	World Unite Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	Journeys The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	Growth 'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.	Roots A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.	Class Awards An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.	Moving On Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.

PSHE	Good to be me <ul style="list-style-type: none"> You are unique Let it out Uncomfortable feelings Confidence Do the right thing Making amends 	Relationships <ul style="list-style-type: none"> People we love Think before you act It is OK to disagree You decide Secrets False friends 	Being Healthy <ul style="list-style-type: none"> Mental Wellbeing Internet safety and harms Physical Health and fitness Healthy Eating Drugs, alcohol and tobacco Health and prevention Basic first aid 	Going for goals <ul style="list-style-type: none"> You can achieve anything Breaking down barriers Future focus Equal opportunities The world of work Onwards and upwards 	Getting on and Falling out <ul style="list-style-type: none"> Together everyone achieves more Communicate Compromise and collaborate Care Unkind behaviour Shared responsibilities 	Changes <ul style="list-style-type: none"> Me, My Body, My Health Emotional Wellbeing Life cycles Personal relationships Keeping safe Living in the wider world Moving to Secondary – transition to Year 7
RSHE	Unit 1 – Religious Understanding <ul style="list-style-type: none"> Calming the Storm Unit 2 – Me, My Body, My Health <ul style="list-style-type: none"> Gifts and Talents Girls' Bodies Boy's Bodies Spots and Sleep Unit 3 – Emotional Well-Being <ul style="list-style-type: none"> Body Image Peculiar Feelings Emotional Changes Seeing Stuff Online Unit 4 – Life Cycles <ul style="list-style-type: none"> Making Babies (Part 1) Making Babies (Part 2) Menstruation A Time for Everything (Bereavement) 	Unit 1 – Religious Understanding <ul style="list-style-type: none"> Is God Calling You? Unit 2 – Personal Relationships <ul style="list-style-type: none"> Under Pressure Do You Want a Piece of Cake? Self-Talk Unit 3 – Keeping Safe <ul style="list-style-type: none"> Sharing isn't always Caring Cyber Bullying Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance 	Unit 1 – Religious Understanding <ul style="list-style-type: none"> The Trinity Catholic Social Teaching Unit 2 – Living in the Wider World <ul style="list-style-type: none"> Reaching Out 			
Languages (KS2 only)	Language Angels Online. Weekly French Lesson. Phonetics lesson 4 & At School	Language Angels Online. Weekly French Lesson. Regular Verbs	Language Angels Online. Weekly French Lesson. The Weekend	Language Angels Online. Weekly French Lesson. Planets	Language Angels Online. Weekly French Lesson. The Vikings	Language Angels Online. Weekly French Lesson. Me In The World
Curriculum visits/ visiting workshop Please state theme and curriculum areas.	St Chad's visit Confirmation preparation					Blackwell residential OAA, team-building Oscott College