

Year 6 Curriculum Overview – September 2018 – July 2019

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	Frozen Kingdom	WW2: A child's war	Titanic	Eco Earth	Mystical Mayans	Glorious Greeks	
English	<p>TOPIC: FROZEN KINGDOM</p> <p>PURPOSE: INFORM</p> <p>A biography about Ernest Shackleton</p> <p>A letter to apply for a crew position</p> <p>An informative recount based on an extinct/endangered animal</p> <p>A newspaper report about the effect on tourism due to glaciers melting</p>	<p>TOPIC: A Child's War</p> <p>PURPOSE: ENTERTAIN</p> <p>To write a diary entry about a child on the night of the Blitz</p> <p>To write a letter home as an evacuee</p> <p>To write a flashback recount based on the 'The Piano'.</p>	<p>TOPIC: MAYANS</p> <p>PURPOSE: PERSUADE</p> <p>An advert poster for a Mayan tradition</p> <p>A persuasive speech from a chosen perspective based on the new development of a hotel on the Chichen Itza</p> <p>A voiceover to find the champion of Pok-o-Tok</p>	<p>TOPIC: ECO - EARTH</p> <p>PURPOSE: DISCUSS</p> <p>A balanced argument: Should wind farms be built?</p> <p>A letter to the future generation about current environmental issues</p> <p>A review based on the book 'The Promise'</p>	<p>TOPIC: ANCIENT GREECE</p> <p>PURPOSE: INFORM</p> <p>A non-fiction report about the school life in Athens and Sparta</p> <p>A newspaper report about a fiction Olympic event</p> <p>A biography about a famous Greek philosopher</p>		
	<p>TOPIC: TITANIC – FROZEN KINGDOM</p> <p>PURPOSE: ENTERTAIN</p> <p>A suspense narrative base on 'Alma'</p> <p>A diary entry from a passenger of the Titanic</p> <p>A flashback narrative about the sinking of the Titanic</p>						

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British Values SMSC links	<p><u>Moral Development</u></p> <ul style="list-style-type: none"> - Exploring questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction. <p><u>Democracy</u></p> <ul style="list-style-type: none"> - Rule of Law - Liberty - Respect and tolerance of different faiths <p><u>Social Development</u></p> <ul style="list-style-type: none"> - Pupils collaborate with others to create or present ideas. - Take account of the needs of the audience and the effects they wish to achieve. - Provide opportunities for children to discuss with others and collaborate with them. - Enhance communication skills through group work and speaking and listening. <p><u>Cultural development</u></p> <ul style="list-style-type: none"> - Pupils explore and reflect on the way that cultures are represented in stories and poems and historical texts - Explore and reflect how British culture has changed over time. - Relating language variation to national, regional and cultural identities. 		
Class Texts	<p style="text-align: center;">Skellig Letters to the Lighthouse A range of short texts (comprehension)</p>	<p style="text-align: center;">A range of short texts (comprehension)</p>	<p style="text-align: center;">A range of short texts (comprehension)</p>
Reading	<p>Comprehension</p> <p>Give meaning of words in context. Explain and explore the meaning of words in context. Identify main ideas. Summarise main ideas from more than one paragraph. Identify language, structural and presentational; features of text. Explain how the language, structural and presentational features of a text contribute to meaning. Retrieve and record information from non-fiction. Make comparisons within the text. Distinguish between fact and opinion.</p> <p>Making inference</p> <p>Make inference from the text. Explain inferences and justify them with evidence from the text. Predict what might happen from details stated and implied.</p> <p>Language for effect</p> <p>Identify and/or comment on writers' use of words, phrases and language features including figurative language. Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader at word, sentence and text level.</p>		

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British Values SMSC links	Respect and tolerance Understanding other cultures and the beliefs of others		Respect and tolerance of different faiths Exploring the cultural and social differences of others and other countries		Rule of the law Developing children’s moral understanding of environmental issues and the impact these have	
Computing	<u>We are programmers</u> Introduction to the basics of programming using software. <u>Online Safety</u> Self-image and identity	<u>We are computational thinkers</u> 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. <u>Online Safety</u> Online relationships	<u>We are documentary makers</u> Create a short documentary. <u>Online Safety</u> Online bullying Managing online information		<u>We are publishers</u> Creating a school memory book <u>Online Safety</u> Health, wellbeing and lifestyle <u>Online Safety</u> Privacy, security, copyright and ownership	
British Values	Spiritual Development	Social Development	Cultural Development	Cultural and spiritual Development	Moral Development	Spiritual Development

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SMSC links	Helping children recognise their place in the world and how they have links to other areas of the world.	Helping pupils recognise the need to discuss design ideas and make adaptations according to need	Discuss how information arises out of a global context.	Pupils will learn about other cultures from information on the internet.	Pupils will consider ethical issues surrounding the misuse of information.	Helping children recognise their place in the world and how they have links to other areas of the world.
Maths	Number/Calculation with all four operations <ul style="list-style-type: none"> Secure place value & rounding to 10,000,000, including negatives All written methods, including long division Use order of operations (not indices) Identify factors, multiples & primes Solve multi-step number problems 		Geometry & Measures <ul style="list-style-type: none"> Confidently use a range of measures & conversions Calculate area of triangles / parallelograms Use area & volume formulas Classify shapes by properties Know and use angle rules Translate & reflect shapes, using all four quadrants 		Fractions, decimals & percentages <ul style="list-style-type: none"> Compare & simplify fractions Use equivalents to add fractions Multiply simple fractions Divide fractions by whole numbers Solve problems using decimals & percentages Use written division up to 2dp 	
	Algebra <ul style="list-style-type: none"> Introduce simple use of unknowns 		Data <ul style="list-style-type: none"> Use pie charts Calculate mean averages 		Ratio and proportion <ul style="list-style-type: none"> Comparing quantities Comparing numbers Solving word problems 	
British Values SMSC links	Spiritual development Through explaining the underlying mathematical principles behind some of the natural forms and patterns in the world around us.		Moral development Helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth		Social Development Helping pupils work together productively on complex mathematical tasks and helping them see that the result is often better than you can achieve separately.	
Geography	Features of the Polar Regions Identify the position and significance of latitude, longitude,	Local Community Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods.	Human and physical geography -human geography, including: types of settlement and land			

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	<p>equator, hemispheres, tropics, polar circles and time zones.</p> <p>Use compass and grid references to describe positions.</p> <p>Develop their knowledge of a different location.</p>		<p>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		
British Values SMSC links	<p>Social Development</p> <ul style="list-style-type: none"> - Interest in, and understanding of, the way communities and societies function at a variety of levels. 	<p>Cultural Development</p> <ul style="list-style-type: none"> - Understanding the consequences of human actions <p>Moral Development</p> <ul style="list-style-type: none"> - Understanding the consequences of their actions 	<p>Social Development</p> <ul style="list-style-type: none"> - Interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural Development</p> <ul style="list-style-type: none"> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage 		
History	<p>Frozen Kingdom (Titanic)</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why</p>	<p>WW2</p> <p>A study of an aspect of theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>		<p>Boarder History Study</p> <p>A non-European society that provides contrasts with British history (Mayan civilisation)</p>	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p>

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	<p>contrasting arguments and interpretations of the past have been constructed.</p> <p>Construct and inform responses that involve thoughtful selection and organisation of relevant historical information.</p>	trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses				
British Values SMSC links	<p>Cultural Development</p> <ul style="list-style-type: none"> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage 	<p>Moral Development</p> <ul style="list-style-type: none"> - interest in investigating, and offering reasoned views about, moral and ethical issues. 		Cultural Development		
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the 	<p>Living things and their habitat</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, identify how animals and</p>	<p>Electricity</p> <ul style="list-style-type: none"> - 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 	<p>Light</p> <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or 	<p>Animals including humans.</p> <ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, 	<p>Scientists and inventors /RSE</p>

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	<p>Earth millions of years ago</p> <ul style="list-style-type: none"> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <ul style="list-style-type: none"> - plants and animals - give reasons for classifying plants and animals based on specific characteristics. 	<p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> - use recognised symbols when representing a simple circuit in a diagram. 	<p>reflect light into the eye</p> <ul style="list-style-type: none"> - 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. 	<p>blood vessels and blood</p> <ul style="list-style-type: none"> - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including human 	
<p>British Values SMSC links</p>	<p>Cultural Development Recognise how scientific ideas and discoveries effect the way people behave and live.</p> <p>Social Development Develop children by helping pupils justify their decisions by experimental decisions</p>	<p>Spiritual and Cultural development Helping pupils recognise how cultural differences can influence the extent to which scientific ideas are accepted, used and valued.</p> <p>Tolerance of those of different faiths and belief.</p>	<p>Cultural Development Recognise how scientific ideas and discoveries effect the way people behave and live.</p>	<p>Social development Democracy Moral development Pupils see the need to draw conclusions using observation and evidence rather than preconception or prejudice.</p>	<p>Moral development Pupils see the need to draw conclusions using observation and evidence rather than preconception or prejudice.</p>	

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Art/DT	<p>Frozen Kingdom - D.T Diorama box, paper sculpting and drawing techniques World War II - WW2 Portraits self-portraits, D.T Parachute design, make and test Eco Earth - Peter Cromer endangered animals collage Titanic - Paper plate portholes, textile art boats Mystical Mayans - Mayan Masks Ancient Greece - Design a Greek vase</p> <p>Overview of Design Technology Children are taught the 3 basic principles of Design Technology; Design, Make and Evaluate. They learn how to think independently, to be resourceful and innovative, to be resilient and evaluate work to ensure a better future outcome and to work collaboratively either in small groups or as a class. Examples of this include making and testing WW2 parachutes in Year 6. Throughout their time at Auriol they will develop their creative, technical and practical expertise to enhance their understanding of structures and mechanical systems and to enable them to solve real and relevant problems.</p> <p>Overview of Art and Design We aim to develop the children's skill and understanding of art in the following areas using materials such as paper, textiles and clay and covering a wide range of techniques such as painting, drawing, collage, mixed media, clay and textiles.</p>
British Values SMSC links	<p>Spiritual development - children are taught how to communicate ideas and feelings through Art. They are encouraged to think independently and to express themselves, knowing that there is no right or wrong. They are encouraged to experiment with techniques and mediums in their sketchbooks before creating final artwork.</p> <p>Moral Development - Children are encouraged to find hidden meanings in pieces of art. For example in Year 3 we look at Aboriginal art and symbolism to help us understand what the artwork is communicating to us. This enables the children to have a deeper understanding of a piece of art and understand why the artist created it.</p> <p>Social Development - Children are encouraged to work both independently and collaboratively to create art that they are proud of. The children's work is celebrated throughout the school by being displayed in many of the</p>

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	<p>communal areas. Children are encouraged to share ideas and feelings about their work and to evaluate both their own and the work of others in a constructive and positive way. Listening and communication of ideas is extremely important.</p> <p>At the end of each academic year we have an Art Show where we display the children's work and give parents and carers an opportunity to see what the children have been working on.</p> <p>Cultural Development - Children are exposed to a wide range of artists and cultures within art from Ancient Egypt to street artists such as Banksy. We look at art from around the world and discuss how it impacts the art that we produce today. Children create art in the knowledge that the greater their understanding and knowledge, the better their own art will become. We embrace difference and love that each child produces something totally unique based on their own understanding of the world.</p>					
Music	Ongoing Focus Learning new musical skills/concepts and revisiting them over time in and with increasing depth and confidence.					
British Values SMSC links						
PE	<p>Sport Invasion Games: Tag Rugby</p> <p>Health and Fitness Inside out Boot Camp</p>	<p>Sport Dance</p> <p>Health and Fitness Going for Goals Mighty Movers</p>	<p>Sport Gymnastics</p> <p>Health and Fitness You are what you eat Step to the Beat</p>	<p>Sport Striking and Fielding: Cricket</p> <p>Health and Fitness Blood and Guts Gymfit</p>	<p>Sport Badminton</p> <p>Health and Fitness Healthy Body Cool Core</p>	<p>Sport Young Olympians: Athletics</p> <p>Health and Fitness Germ Busters Fitness frenzy</p>
RE	What do your clothes say about you?	What is a Church? What can we find out about the birth of Jesus?	How do Christians celebrate milestones? Trip to local church.	How is the Christian faith expressed through worship?	What is the Buddhist way of life?	What does it mean to be a Sikh?
PSHE	<p>IT'S OUR WORLD</p> <ul style="list-style-type: none"> The wider community and local 	<p>SAY NO!</p> <ul style="list-style-type: none"> Drugs Education: medicines and 	<p>MONEY MATTERS</p> <ul style="list-style-type: none"> Understanding finance and money 	<p>WHO LIKES CHOCOLATE?</p> <ul style="list-style-type: none"> Fair trade Globalisation 	<p>PEOPLE AROUND US</p> <ul style="list-style-type: none"> Global citizenship 	<p>GROWING UP</p> <ul style="list-style-type: none"> RSE: Differences; Growing up;

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	<p>democracy</p> <ul style="list-style-type: none"> • Rights and responsibilities • Environmental awareness and sustainability issues 	<p>legal drugs</p> <ul style="list-style-type: none"> • Drugs <p>Education: illegal drugs and risk-taking behaviour</p> <ul style="list-style-type: none"> • Feeling safe • Anti-bullying 	<ul style="list-style-type: none"> • Shopping and budgeting • Risk and debt • Goal-setting and motivation 	<ul style="list-style-type: none"> • Inequalities • Hunger and poverty • Media and stereotyping 	<ul style="list-style-type: none"> • Different identities around the world • Challenging prejudice • Support networks – relationships and families 	<ul style="list-style-type: none"> • Puberty & reproduction • Managing change • Preparing for transition
British Values SMSC links						
SRE						<ul style="list-style-type: none"> -Consider puberty and reproduction -To consider physical and emotional behaviour in relationships -To explore the process of conception and pregnancy -To explore positive and negative ways of communication in a relationship
British Values SMSC links						
MFL	Greetings, basic conversation, actions	In France	Family	A Weekend with Friends	The Future	Jobs

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School Trips		WW2 visitor from Bourne Hall				Event: Fundraising Event
Residential Journeys						Wales: TYF
School events						Year book Leavers assembly Production