**Year 6 Curriculum Yearly Overview 2017-18**

**Teachers:** Mrs Amin, Mr Goodhand, Mr Hull & Mrs Stockley

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| **Dates** | **Autumn 1** | **Autumn 2** | **Spring 1 + 2** | **Summer 1** | **Summer 2** |
| **Overarching Theme** | How we express ourselves | How the world works | How we share the planet | How we organise ourselves | Where we are in time and place |
| **Central Idea** | The arts accurately reflect the history of the world | Our lives are influenced by things we cannot see | We have a duty of care to our Oceans | Different world leaders have influenced the world in different ways  | Celebrating the end of life makes us human |
| **Focus curriculum areas**  | Art, Geography, History | Science, Music, Design Technology, R.E. | Geography, Science | PSHCE, citizenship , British Values, History, R.E. | Art, R.E., History |
| **Writing** | * **Explanation** – contrast of two depictions of the same historical event / figure
* **Recount** – Evacuation to Thornbridge
* **Report –** Mi Amigo plane crash report
 | * **Fiction skills** – Slog’s Dad
* **Short Story** – Alma – retelling of a silent film
 | * **Narrative** – contrasting views – Finding Nemo
* **Discussion** – environmental issues – Pros and cons of plastics
* **Persuasion** – environmental issues – Recycling in school
 | * **Portfolio skills –**End of year writing assessment tasks
* **Debating** – politics and British Values
 | * **Play Writing** – Y6 Leavers Show
* **Poetry**
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| **Reading** | * **Hunters Bar reading strategies** – short fiction and no fiction texts
* **WW2 poetry**
 | * **Slogs Dad** – fiction (book study – short story)
* **Twist Cottage** – fiction (book study – short story)
 | * **No fiction** linked to topic (SATs focus)
* **Climb Not** – fiction (book study – short story)
 | * **Poetry**  (SATs focus)

The Spinner, Rain and Shine, The Charge of the Light-Brigade * **Non-fiction** (SATs focus)

The Plague, Travelling on | * **Skellig** – book study
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| **Maths** | * Place Value
* Four operations
* Fractions
 | * Place Value
* Four operations
* Fractions
 | * Decimals and percentages
* Measurement
* Algebra
* Timetables
* Ratio
* Geometry and stats
 | * Geometry and properties of shape
* Geometry position and direction
 | * Post SATS project work
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| **Art** | * Use experience, other subjects across the curriculum and ideas as inspiration for artwork
* Develop and share ideas in a sketchbook and in finished products
* Improve mastery of techniques
* Learn about the great artists, architects and designers in history
 | Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities. | * Use experience, other subjects across the curriculum and ideas as inspiration for artwork
* Develop and share ideas in a sketchbook and in finished products
* Improve mastery of techniques
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| **Computing** | ‘Appy Times 1* Select and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals including collecting, analysing, evaluating and presenting data and information.
 |  | Building Battle BotsSelect, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. | Stocks and Shares | ‘Appy Times 2Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| **Design Technology** | * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 | * Generate, develop, model and communicated their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
* Select from and use a wider range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing accurately.
* Select from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities
* Investigate and analyse a range of existing g products
* Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
* Understand and use mechanical systems in their products such as gears, pulleys, cams, levers and linkages.
 | Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. |
| **Geography** | **National Curriculum Coverage**Locate the world’s countries with a focus on Europe (Russia) and countries of particular interest of pupils. **Skills*** *use eight points of the compass*
* *use six-figure grid references*
* *use Ordnance Survey maps*
* *understand how to use the key on Ordnance survey maps and know what each symbol means*
 |  | **National Curriculum Coverage**Describe and understand:* The distribution of natural resources including energy, food, minerals and water
* Locate geographical zones of the world
* Understand geographical similarities and differences through the study of human and physical geography
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

**Skills*** *describe features of a country/geographical area based on their position on the globe (proximity to Equator, hemisphere, continent, surrounding countries)*
* *present findings as graphs and through other digital technology e.g. Aurasma, Scribble Maps, Google Earth*
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| **History** | **National Curriculum Coverage*** A local history study
* A study of a theme in British History
* History of interest to pupils

**Skills*** *Place current study on timeline in relation to other studies*
* *Use relevant dates and terms*
* *Sequence up to 10 events on a time line*
* *Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings*
* *Compare beliefs and behaviour with another time studied*
* *Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation*
* *Know key dates, characters and events of time studied*
* *Link sources and work out how conclusions were arrived at*
* *Consider ways of checking the accuracy of interpretations – fact or fiction and opinion*
* *Be aware that different evidence will lead to different conclusions*
* *Recognise primary and secondary sources*
* *Use a range of sources to find out about an aspect of time past*
* *Suggest omissions and the means of finding out*
* *Bring knowledge gathered from several sources together in a fluent account*
 |  |  |  | **National Curriculum Coverage*** A non-European society that contrasts with British history – Benin

**Skills*** *Confidently use the library and internet for research*
* *Place current study on timeline in relation to other studies*
* *Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings*
* *Compare beliefs and behaviour with another time studied*
* *Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation*
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| **MFL** | French – Telling the time and directions  | French – School and classroom objects and stationary | French Crepes – the language of instruction and recipeUsing bilingual dictions to locate food items | French - Sports and passtimes – all about me. | French – fashion and clothing |
| **Music** | * Develop an understanding of the history of music
* Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression
* Improvise and compose music using the inter-related dimensions of music separately and in combination
* Listen with attention to detail and recall sounds with increasing aural memory
* Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers
 | * Use and understand the basics of the stave and other musical notations
* Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers
 | Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice. |
| **PE** | Lindy – Hop danceBase line assessments (key skills) | Handball  | Survival skills, team work and problem solving. Outdoor and adventurous activities  | Athletics and volleyball | Base line assessments (key skills)Cricket  |
| **PSHCE** | **Goal Setting and Growth Mindset** **Falling Out**  | **Identities , Similarities and Differences**  | **Environment and Sustainability**  | **Media and Communication**  | **Mental and Emotional Wellbeing**  |
| **RE** | Teachings, wisdom and authority - Sacred Texts Special readings / booksReverence The Ten Commandments | Teachings, wisdom and authority - Sacred TextsThe QuranThe BibleThe Torah  |  | Inspirational people from long a goHow religious leaders have demonstrated successful leadership and have influenced the world.  | The journey of life and deathReligious beliefs about what happens when we die. In what ways is Religion like a Journey?Religious and non-religious rituals and celebrations.Christian, Muslim and Hindu life celebrationsHow do different religions link? |
| **Science** |  | * Forces and magnets

Look at contract and distant forces, attraction and repulsion, comparing and grouping materials.Look at poles, attraction and repulsion.Look at the effect of gravity and drag forcesLook at transference of forces in gears, pulleys, levers and springs* Electricity

Look at appliances, circuits, lamps, switches, insulators and conductors.Look at circuits, the effect of voltage in cells and the resistance and conductivity of materials | * Evolution and inheritance

Look at the resemblance in offspringLook at changes in animals overtimeLook at adaptation to environmentsLook at differences in offspringLook at adaptation and evolutionLook at changes to the human skeleton over time* All living things

Identify and name plants and animalsLook at classification keysLook at the life cycle of animals and plantsLook at the classification of plants, animals and microorganismsLook at the reproduction in plants and animals and human growth and changesLook at effect of diet, exercise and drugs.  |  |  |
| **Enrichment***(trips, experiences, visits, visitors, etc.)* | Visit to Endcliffe Park – Mi AmigoThornbridgeWW2 Fabulous Finish | Community religious visitors to talk about their faiths‘Pop-Up’ Toy Museum (ipad tour) | Pupil voice outcome – school recycling and energy savingAdopt a dolphin Walk for water | Local politicians Town hall visit | Visit to the local cemeteryY6 performance Late night story night |
| **Resources***(artefacts, texts, art materials etc)* | Ipads – music and advertsiDraw App?PastelsDrawing pencils | Dowel CamsSquare cut wooden batonsGlue guns and glue sticksCircuits, batteries, wires, bulbs, crocodile clips,  | 123D design app (ipad)Algodoo (ipad) | Halifax fantasy trader | Light bot (ipad)Learn.code.orgTouchdevelop.comMakegameswithusAppinventor.mit.edu |