**Year 6 Curriculum Yearly Overview 2020-2021**

**Teachers:** Mr Allen, Mrs Amin/Mrs Wales, Miss Duncan

| **Dates** | **Autumn 1** | **Autumn 1/2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Overarching Theme** | Who we are | Where we are in time and place | How we share the planet | How the world works | How we organise ourselves | How we express ourselves |
| **Central Idea** | Establishing new classes | World War Two was a key event in our nation’s modern history | Water is an essential resource that connects us all | Evolution explains how living things change over time | Rules and laws govern how we live and who we are | Everything changes, even you |
| **Key Concepts** | Change, connection, function | Causation, reflection, change | Responsibility, connection, form | Perspective, function, reflection | Change, perspective, function | Change, form, reflection |
| **Focus curriculum areas and key themes** | PSHE | History, geography, design technology | Science, geography, music | Science, history | PSHE/P4C | PSHE, science, art, music |
| **Lines of Enquiry** |  | Who were the key countries and players of WW2?  What were the key events of WW2?  How did WW2 affect people’s lives in Britain and Sheffield? | What is the water cycle and what role do rivers play within it?  How have rivers shaped the physical and human environment of Sheffield?  How have artists and musicians represented water in their works? | TBC | TBC | TBC |
| **Writing** | **Narratives:**  Using the book ‘Journey’ by Aaron Becker as a stimulus for creative narrative writing, focusing on balancing the elements of **character, setting and plot**. | **Recounts:**  The Mi Amigo crash in Endcliffe Park  The evacuation of Dunkirk  **Letters:**  A soldier writing an informal letter to a loved one from Dunkirk beach  **Diaries:**  Diary entries from a child who is being evacuated from the city | **Fiction writing:**  Using the animated film ‘The House of Small Cubes’ to revisit narrative, letter and diary writing, focusing on independence and deepening confidence in these genres.  **Poetry:**  Children write poems about the ocean that focus on personification and imagery. Using Brian Pattern’s ‘The River’s Story’ as a stimulus. | **Non-chronological reports:**  Writing reports detailing how a range of animals, both real and invented, are adapted to their environments  **Persuasive writing:**  Writing leaflets persuading tourists to visit the Galapagos Islands in the footsteps of Charles Darwin. | **Narrative:**  Writing an extended narrative drawing on elements of suspense using the short film ‘Alma’ as a stimulus.  **Information and argument texts:**  Writing a political manifesto based on a fictional political party. Writing opinion pieces about key political issues such as immigration, welfare and justice. | Writing short pieces across a range of both fiction and non-fiction genres taught over the year using ‘**The Arrival**’ by Shaun Tan as a stimulus.  **Script writing**:  Children learn how to write short scripts in preparation for the end of year show. |
| **Reading** | **Twist cottage** by Anthony Horowitz. | **The Swallow’s Flight** by Hilary McKay  A range of short extracts of both fiction and non-fiction texts relating to World War Two, focusing on key reading skills. | **Kensuke’s Kingdom** by Michael Morpurgo  .  Non-fiction texts based on rivers and the water cycle.  Appreciating and analysing poems and song lyrics written on the theme of water. | Using a range of short fiction and non-fiction extracts to develop key reading skills and deepen children’s scientific and historical understanding of the theory of evolution. | **Rooftoppers** by Katherine Rundell  Focused reading work based on short extracts from the above work.  Non-fiction texts about government and politics | **TBC** |
| **Science** |  | **Light**  That light travels from a source  That light is reflected from surfaces  That light cannot pass through some materials, and how this leads to the formation of shadows  That we see things only when light from them enters our eyes  **Electricity**  How changing the number or type of components in a series circuit can make bulbs brighter or dimmer  How to represent series circuits by drawings and conventional symbols, and how to construct series circuits on the basis of drawings and diagrams using conventional symbols | **States of matter**  States of matter and their properties (solid, liquid and gas)  Changes of state (evaporation, condensation, freezing and melting) | **Evolution and classification**  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  Give reasons for classifying plants and animals based on  specific characteristics  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals |  | **All living things**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels  and blood  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 humans |
| **Art** | **Watercolours:**  Children create individual “this is me” portraits using /watercolour and collage for whole class display | **Oil pastels/colour blending:**  Children uses oil pastels and blending techniques to recreate the famous WW2 image “St Paul’s Survives” | **Printmaking:**  Looking at different printmaking techniques, creating works with polystyrene/linocuts.  **Famous artists:**  ‘The Great Wave off Kanagawa’ by Hokusai | **Drawing skills:**  Observational drawings using line drawing and shading techniques, based upon Victorian natural history artwork. | **Graphic design**  Creating branded campaign materials – rosettes and political posters - to support their political party campaigns. | **Collage/graphic design/pencil skills:**  Children design and create visual impactful yearbook pages using a variety of graphic design techniques |
| **Computing** | How does the internet work? | **Coding skills:**  Using the Rodocodo platform to explore functions and loops |  | **Coding skills:**  Using the Rodocodo platform to explore if statements and debugging code | **Desktop publishing:**  Learning to use desktop publishing software (MS Publisher) to create party manifestos | **The Internet:**  Exploring how the internet works  Addressing e-safety |
| **Design Technology** |  | **Woodwork and joinery**  Design and build bomb shelters to withstand weights being dropped on them  Types of joints  Different three-dimensional structures and their ability to withstand force |  |  |  | **Textiles**  Project TBC |
| **Geography** |  | **Locate European countries on a map**  **Compass and map reading skills:**   * use eight points of the compass * use Ordnance Survey maps * understand how to use the key on Ordnance survey maps and know what each symbol means | **The distribution of water as a natural resource** **around the world, including water inequality.**  **The physical and human geography of rivers**.  **Physical and human geography of the rivers of the local area**.  **The water cycle**. |  |  |  |
| **History** |  | **World War Two**  A study of an aspect or history or a site dating from a period beyond 1066 that is significant in the locality – **Mi Amigo**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **Sheffield’s industrial history**  How rivers and water have shaped Sheffield’s social history | **The history of science**  How an understanding of classification and the theory of evolution has developed over time  The life and work of Charles Darwin | **Democracy in the UK**  The structure and history of the UK Parliament.  The development and history of democracy in the UK |  |
| **Maths** | **Number and place value**  Reading, writing, comparing and rounding numbers to 10 million | **Four operations with whole numbers**  Using the formal method of long multiplication/ multiplying by 2-digit numbers  Using the formal method of long division/ dividing by 2-digit numbers  Applying these methods to reasoning and problem- solving tasks | **Fractions and decimals**  Simplifying fractions and finding common denominators  Comparing and ordering fractions, including mixed numbers  Adding and subtracting fractions with unlike denominators  Multiplying fractions  Dividing fractions by a whole number  Understanding decimals as fractions and converting between the two  Multiplying and dividing decimals | **Measurement**  Converting different units of length, mass, volume and time  Calculating with units of measure  **Percentages**  Finding the percentage of a number and percentage change  **Ratio**  Comparing quantities with simple ratios  **Area, perimeter and volume**  Calculating with quadrilaterals, triangles, cubes and cuboids | **Geometry**  Investigating angles in quadrilaterals and triangles  **Position and movement**  Using a coordinates grid to describe, draw, reflect and translate polygons  **Graphs and averages**  Representing and interpreting data on a range of different graphs  Understanding and calculating averages | **Algebra**  Describing mathematical patterns  Writing expressions to describe patterns  Using and writing formulae  Solving simple equations  **Negative numbers**  Understanding and using negative numbers on a number line  Calculating with negative numbers  **Revision** |
| **MFL** | * Ask what time it is * State the time * Common food words (picnic basket) * State and ask likes and dislikes | * Name a variety of classroom objects * Ask somebody for one of the above (“As-tu un/une…?) * Be able to differentiate between masculine and feminine nouns (le, un/la, une) | * Know key vocabulary for ingredients in a pancake * Have an idea about words for “some” (du/de la) * State quantities of something * Know key verbs to do with making pancakes * Make a recipe and commentary video for making pancakes | * Using bilingual dictionaries * Have and increasing awareness of the gender of nouns * Write about flavours * Express likes and dislikes | * Name school subjects/sports * Express an opinion on the above * Give a reason for their opinion * Write a short presentation about this with scaffold | * Name items of clothing * Describe what they and somebody else is wearing * Have an understanding about the position and agreement of colour adjectives |
| **Music** |  | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:  **Works by J.S.Bach and Vera Lynn**  Develop and understanding of the history of music:  **Music during World War Two** | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:  **Composers who wrote music inspired by water**  Develop and understanding of the history of music: **Different periods in musical history (baroque, classical, romantic, jazz, contemporary)** |  |  | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - **end of year performance and showcase.** |
| **PE** | Physical Literacy  Outdoor and Adventurous Activities | Dance - the Lindy Hop | Gymnastics | Hockey/Fencing | Tennis | Tactics of Team Games & Athletics |
| **PSHE** | **Identity and selfhood**   * What is identity? * What are different aspects of our identities? | **Sleep** (whole school mental health and wellbeing focus)   * Importance of sleep * Setting up conditions for sleep | **Worry and anxiety** (whole school mental health and wellbeing focus)   * What are worry and anxiety? * Why do we experience these states? * Strategies to help us cope when we experience them | **Forming and sustaining positive relationships** (relationships education)   * Different types of relationships (including families) * What a healthy relationship looks like * Forming new friendships | **British values**  Exploring and understanding the British values of:   * Democracy * The rule of law * Individual liberty * Mutual respect * Tolerance   Looking at how these values underpin our political system and institutions | **RSHE**   * Physical and physical changes of puberty * Staying clean during puberty * Menstruation   **Transition**  Preparing socially and emotionally for the transition to secondary school |
| **RE** |  |  |  |  |  |  |
| **Enrichment**  *(trips, experiences, visits, visitors, etc.)* | Thornbridge residential  22nd – 24th September  27th – 29th September  29th September – 1st October |  | Shepherd’s wheel trip - how water has been used and shapes our local area |  | UK Parliament workshop  Visit to school from local MP if available | End of year production |
| **Resources**  *(artefacts, texts, art materials etc)* |  | Components for simple circuits  Dowels for shelters  Hacksaws, cutting blocks, glue guns |  |  |  |  |