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

**Teachers:** Mr Hurley, Mr Preston & Mr Allen

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| **Dates** | **Autumn 1** | **Autumn 2** | **Spring 1 + 2** | **Summer 1** | **Summer 2** |
| **Overarching Theme** | How we share the planet | How the world works | Where we are in time and place | How we organise ourselves | How we express ourselves |
| **Central Idea** | Our waste affects the world around us. | People have different views about where we come from. | World War Two was a key event in our nation’s modern history. | There are many different ways that people look after themselves. | Everything changes, even you. |
| **Key Concepts** | Responsibility, connection, form | Perspective, function, reflection | Causation, reflection, change | Change, form, function | Change, perspective, reflection |
| **Focus curriculum areas and key themes** | Geography, Science | Science, R.E. Computing | Art, Geography, History, Computing | PSHCE. ,Science, citizenship , DT | Music, R.E., citizenship |
| **Lines of Enquiry** | * Why do our oceans matter? * What impact do we have on our oceans? * How can we protect our oceans? | * How has Charles Darwin influenced our lives? * How has evolution changed the way out planet exists? | * Why did WW2 happen? * How was Sheffield affected by WW2? * How is history reflected through art? | * How do I keep my body healthy? * How do I keep my mind healthy? * How do I keep my relationships healthy? | How will secondary school be different to primary school?  How can I make the most of the transition to secondary school? |
| **Art** | **Water Colour**  **Rivers**   * 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 | 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. | **Portrait Drawing**  **Picasso**   * 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. | |
| **Computing** |  | Rodocodo   * Design 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. | Building Invasion Bots  The children will use the Mbots to plan an invasion of a theoretical Ordnance Survey Map. They will navigate to specific obstacles and try to reach an objective.   * Select, use and combine a variety of software | Intensive block based programming. Code.Org   * Design 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. |  |
| **Design Technology** | **Designing a living wall**   * 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. |  | **Making Anderson Shelters**   * 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 * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.   **Ration Recipes**   * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. | **Making and evaluating a living wall**   * 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 * 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. | **Create an electronic Board Game**   * 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 * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |
| **Geography** | **Understanding how our Earth is effected by natural and human activity**  **National Curriculum Coverage**  Describe and understand:   * Understand geographical similarities and differences through the study of human and physical geography * physical geography, including: oceans, rivers, 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)* | **Understanding how our Earth is effected by natural and human activity**  **National Curriculum Coverage**  Describe and understand:   * The distribution of natural resources including energy, food, minerals and water | **The Outbreak of World War 2**  **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* |  |  |
| **History** |  |  | **The Outbreak of World War 2**  **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* |  |  |
| **Maths** | * Decimals and percentages * Measurement * Algebra * Timetables * Ratio   Geometry and stats | * Place Value * Four operations * Fractions | * Place Value * Four operations * Fractions | * Geometry and properties of shape * Geometry position and direction | * Post SATS project work |
| **MFL** | French Crepes – the language of instruction and recipe  Using bilingual dictions to locate food items | French – School and classroom objects and stationary | French – Telling the time and directions | French - Sports and pass times – all about me. | French – fashion and clothing |
| **Music** | 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. | Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers | * 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 | Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities. | * 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 |
| **PE** | Survival skills, team work and problem solving. Outdoor and adventurous activities | Handball | Lindy – Hop dance  Base line assessments (key skills) | Athletics and tennis | Base line assessments (key skills)  Cricket |
| **PSHCE** | **Environment and Sustainability** | **Identities , Similarities and Differences** | **Goal Setting and Growth Mindset**  **Falling Out** | **Media and Communication**  Social media | **Mental and Emotional Wellbeing** |
| **Reading** | * **Non-fiction** linked to topic (SATs focus) * **Poetry – river story** * **Visual reading skills –** The House of Small Cubes | * **Horror story** – fiction (book study – short story) | * **WW2 poetry** * **Old fashioned narrative with horror themes** – fiction (book study – short story) | * **Poetry**  (SATs focus) * **Non-fiction** (SATs focus) | * **Holes by Louis Sacher** |
| **RE** |  | Teachings, wisdom and authority - Sacred Texts  The Quran  The Bible  The Torah | Teachings, wisdom and authority - Sacred Texts  Special readings / books  Reverence  The Ten Commandments | Inspirational people from long a go  How religious leaders have demonstrated successful leadership and have influenced the world. | The journey of life and death  Religious 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 celebrations  How do different religions link? |
| **Science** | * **States of matter**   Look at Changes of states as part of the water cycle. | * **Evolution and inheritance**   Look at the resemblance in offspring  Look at changes in animals overtime  Look at adaptation to environments  Look at differences in offspring  Look at adaptation and evolution  Look at changes to the human skeleton over time   * **All living things**   Identify and name plants and animals  Look at classification keys  Look at the classification of plants, animals and microorganisms |  |  | * **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- link to DT.   * **All living things**   Look at the reproduction in plants and animals and human growth and changes  Look at effect of diet, exercise and drugs. |
| **Writing** | * **Narrative skills** – The House of Small Cubes * **Persuasion** – environmental issues – Persuading local businesses | * **Combined recount and report** – Charles Darwin | * **Recount –** Diary over three days * **Report –** Mi Amigo information sheet. * **Letter –** From Dunkirk, Homefront and Evacuees. | * **Short Story** – Alma – retelling of a silent film | * **School Reports** * **Arrival writing** – High Storrs Transition – diary * **Information –** Year Book * **Thank you letters** – to old teachers |
| **Enrichment**  *(trips, experiences, visits, visitors, etc.)* | DARE work with local support officers | Community religious visitors to talk about their faiths | Endcliffe Park – Mi Amigo  History walk  Visit to a synagogue.  Thornbridge |  | Y6 performance  Transition  Crucial Crew |
| **Resources**  *(artefacts, texts, art materials etc)* | Wooden dowels  Glues Guns  Water colours |  | Pastels  Drawing pencils  Family bible  Koran | Learn.code.org  Light bot (ipad)  Touchdevelop.com  Makegameswithus  Appinventor.mit.edu  Drills  Saws  Screws | Circuits, batteries, wires, bulbs, crocodile clips, |