Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	Imperial War Museum Holocaust Survivors Visitor	Moco Art Museum- Marble Arch Apple Store Workshop- Covent Garden/Brent Cross	Natural History Museum visit Mosque- Regents Park	World Book Day Residential Trip (March 11-13) Danbury, Essex Junior Citizenship Scheme	SATs week Apple store workshop Covent Garden/Brent Cross VSTEAM light workshop	Hollywood Bowl Year 6 Production Sports Day Y6 Leavers assembly End of Year Party
English	**The Boy in the Striped Pyjamas** Theme: Leadership Writing Genres: -Monologue as Gretel or Bruno -Setting description of concentration camp (Assessed piece) -Poetry linked to WWII	**A Story like the Wind** Theme: Friendship Writing Genres: -Flashback narrative (Assessed piece) - Newspaper article	**On the Origin of Species** Theme: Overcoming Adversity Writing Genres: -Discovery narrative- setting and character -Explanation text	**The Ways of the Wolf** Theme: Managing Change Writing Genres: -Documentary narrative -Balanced argument	**Shackleton's Journey** Theme: Celebrating Individuality Writing Genres: -Narrative Biography (Assessed piece)	**Paradise Sands** Theme: Confidence Writing Genres: -Re-tell -Informal letter
Maths	**Place Value** Numbers to 1 and 10 million Read and write numbers to 10 million Powers of 10	**Fractions** Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator)	**Decimals** Place value within 1 Place value - integers and decimals Round decimals Add and subtract decimals	**Algebra** Find a rule - one step Find a rule - two step Forming expressions Substitution Formulae	**Properties of shape** Measure and classify angles Calculate angles Vertically opposite angles	**Creating a Theme Park** Four operations Profit and loss Estimating Percentages

	Number line to 10 million Compare and order any integers Round any integer Negative numbers **Addition, subtraction, multiplication & division** Add and subtract integers Common factors Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculates and estimation Reason from known facts **Consolidation**	Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add and subtract mixed numbers Multi-step problems involving fractions Multiplying and dividing fractions by integers Multiplying fractions by fractions Divide any fraction by an integer Mixed questions with fractions Fractions of an amount Fraction of an amount - find the whole **Position & direction** The first quadrant Four quadrants Solve problems with coordinates Translations Reflections **Converting Units** Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures **Consolidation**	Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Multiply and divide decimals in context **Fractions, Decimals and Percentages** Decimal and fraction equivalents Fractions as division Understand percentages Fractions as percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount - one-step and multi-step Percentages - missing values **Ratio** Add or multiply? Use ratio language Introducing the ratio symbol Ratio and fractions Scale drawing Use scale factors Similar shapes Ration and proportion problems	Forming equations Solve simple one-step equations Solve two-step equations Find pairs of values Solve problems with two unknowns **Area, perimeter and volume** Shapes - same area Area and perimeter Area of a triangle (counting squares) Area of a right-angled triangle Area of a any triangle Area of a parallelogram Volume - counting cubes Volume of a cuboid **Statistics** Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean	Angles in a triangle, including special cases and missing angles Angles in a quadrilateral and polygons Circles Drawing shapes accurately Nets of 3-D shapes **Revision & Reasoning** Long multiplication Long division Ordering fractions, decimals, percentages Fraction and percentage of amounts Perimeter of rectilinear shapes Volume Area of triangles and quadrilaterals Ratio Fraction word problems Translations Reflections Algebra Reading and interpreting line graphs and pie charts Word problems and multi-step problems **SATs week** **Maths in real life** Calculating time differences Distance Conversion graphs	Kandinsky Constructing shapes Symmetry Angles Types of lines Fibonacci Sequence Number patterns Enterprise Best value for money (four operations) Estimation Costings and profit Five 2's Investigation Bodmas 4 operations Reasoning Problem solving skills Smarties Investigation Estimation Sorting and Classifying Nets Pie charts Measuring Lines of symmetry **Famous Mathematicians** Trachtenburg Method (links to History) – multiplying any number by 11 **The Future** The Future Salaries Tax Mortgages (four operations, percentages) Buying your dream home Area and perimeter Budgeting Bills

					Money – costs, budgets Percentages Time problems	(percentages, fractions, six-digit numbers)
Science	**Topic: Animals including humans** Key Learning Objectives To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans **Scientific Enquiry** **Observing over time:** pulse rates before during and after exercise **Pattern seeking** **Comparative/ Fair testing** Complete different activities to compare the impact on their own heart rate.	**Topic: Living things and their habitats** Key Learning Objectives To 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 Experiment Investigation on preserving Bread **Scientific Enquiry** **Classifying:** Classify animals according to Carl Linnaeus' system. Classify plants into flowering, mosses, ferns and conifers, based on specific characteristics.	**Topic: Evolution and Inheritance** Key Learning Objectives To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Experiment How are we different investigation **Scientific Enquiry** **Classifying:** to show variation in a species: Classify a species of animal e.g. cats, dogs	**Topic: Electricity** Key Learning Objectives To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches To use recognised symbols when representing a simple circuit in a diagram Experiment Creating a variety of circuits using various equipment. How does the distance from the source and the number of bulbs affect their brightness? **Scientific Enquiry** **Comparative/Fair testing**	**Topic: Light** Key Learning Objectives To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To 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 To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Experiment Investigating how light travels **Scientific Enquiry** **Comparative/Fair testing:**	**Avanti: introduction to science lab etiquette and basic Key Stage 3 (KS3) science skills.** To prepare them for secondary school science by teaching them how to work safely and confidently in a laboratory environment. They'll learn important rules, such as how to use equipment properly, wear safety gear, and follow instructions carefully. Students will also explore fundamental KS3 science concepts through fun, hands-on activities, giving them a head start for the challenges and experiments they'll encounter in Year 7.

			Classify a species of plant e.g. daffodils, tulips, lilies. **Pattern seeking:** Use different pieces of equipment, e.g. chopsticks, toothpicks, cutlery, to look for patterns linking the suitability of bird beaks for the available food e.g. rice, grapes, raisins.	Investigate the effect of adding more bulbs to a circuit. Investigate the effect of adding more cells to a circuit. Investigate the effect of adding more buzzers to a circuit. Investigate the effect of adding more motors to a circuit	Investigate the shape of shadows and link this to light travelling in straight lines	
Computing	**Online Safety (Unplugged)** Pupils to recall prior learning and develop new strategies based on their experiences online. They learn the risks of being online in regards to indecent imagery and their legal notions. Pupils will understand the restrictions of networking sites and why they're in place. Pupils learn about others' privacy and the right to refuse permission of images and videos being uploaded as it can last forever. Pupils develop knowledge of how to act appropriately online.	**We are Advertisers** Pupils work in small groups to create a short video advert (using iMovie on an iPad) with a specific purpose and audience in mind. Pupils will learn to use film-making and editing skills focusing on their uses, shooting a promotional video and the pros and cons of search engines.	**We are Connected** Pupils will use Padlet (on an iPad) to explore issues related to social media. They will learn about appropriate rules and guidelines for a civil online discussion, how to search results are selected and ranked and how to argue their points effectively, supporting these with sources. The Pupils will learn how to counter someone's argument while showing respect and tolerance and will be able to judge the reliability of an online source. Whilst also learning strategies for dealing with online bullying.	**We are Computational Thinkers** Pupils participate in some hands-on unplugged activities which help them to develop an understanding of some important algorithms. They also investigate these when implemented as Scratch programs (on an iPad).	**We are A.I Developers** Pupils use a variety of websites to learn about different aspects of artificial intelligence including machine learning. They program a self-driving car and consider the ethics of A.I.	**We are Publishers** Pupils will produce a class yearbook using Google apps (on a chromebook). They will manage and contribute to a large collaborative project, using online tools. Pupils will learn to write and review content, source digital media safely, respectfully and responsibly and will also design and produce a high-quality print document.

	They will understand the risks of online gaming and how to safely protect themselves whilst playing.					
Geography / History	**History: Life in Britain during and after WW2** **Key Question:** What was the impact of WW2 on the people of Britain? How did WW2 affect different people in society? **Focus**: The children will develop their chronological understanding by understanding the key events which led to the outbreak of WWII. They will learn about the different groups of people affected by the war and how this impacted the future world e.g. evacuation, the role of women, holocaust.	**Geography: Contrasting Localities** **Key Question:** Why does population change? **Focus:** children will explore what migration is and the different push and pull factors that bring people to a country. They will collect and examine data and how this shows the influence of migration.	**History: Early Islamic History + Comparison with Britain at the time** **Key Question:** How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time? **Focus:** The children will learn about the timeline of the Early Islamic Civilization from the death of the Prophet Muhammad. They will study the culture and art as well as the achievements of the era. They will understand what Britain was like at the time, comparing and contrasting.	**History: Early Islamic History + Comparison with Britain at the time** **Key Question:** How did the Early Islamic Civilization establish itself as a major power and what was life like in Britain at the time? **Focus:** The children will learn about the timeline of the Early Islamic Civilization from the death of the Prophet Muhammad. They will study the culture and art as well as the achievements of the era. They will understand what Britain was like at the time, comparing and contrasting.	**Geography: Asia** **Key Question:** What is it like in Asia? How are the physical and human features of Asia different to our own? **Focus:** children will locate countries in Asia on a map using lines of latitude and longitude. They will learn about Asia's human and physical features, land use and distribution, climate, natural resources and trade.	**Geography: Energy** **Key Question:** Where does energy come from? What is renewable energy and how can our school benefit from this? **Focus:** Describe the different benefits of energy. Examples of energy sources, renewable and non-renewable, where are the best places to locate a solar panel in the school.
R.E.	**Christianity** ***Key Question:*** *Who created the Earth if not God? Where do you get*	**Comparison Topic:** ***Key Question:*** *How important are women as religious role models?*	**Islam** ***Key Question:*** *What is the best way for a*	**Islam** ***Key Question:*** *Does belief in Akhirah (life after death) help*	**Comparison Topic: Judaism & Jain Dharma** ***Key Question:*** *Is it enough to say sorry?*	**Zoroastrianism** ***Key Question:*** *What is the significance of good*

	your values from if not from God? Is religion the most important influence in my life? **WALT examine the philosophical question – Does everyone believe in God?** Introducing humanism and atheism as world views. Enrichment: Humanist visit	Can biblical characters still be role models for me when life is so different now? Do biblical stories about women match my view of female equality? Do role models have to be religious? **WALT explore what we can learn from female biblical characters (Mary, Miriam, Hajar) and to compare this to modern day religious role models (Mother Teresa, Reverend Rose Hudson-Wilkin).**	*Muslim to show commitment to God?* Do religious beliefs influence people to behave well towards others? **WALT understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.**	*Muslims lead good lives?* How does my view of life after death influence how I behave? Do I need to believe in God to believe in life after death? **WALT identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.**	*What is true repentance?* What have I done that needs forgiveness from God, or from other people? **WALT understand different religions approach repentance and asking God for forgiveness.**	*and evil in Zoroastrianism?* How do the teachings of the Zoroastrian faith compare with the teachings of my own faith and with other religions I have learnt about? **WALT know about the life and teachings of the Prophet Zarathustra. WALT know about influential Zoroastrian figures in the UK.** Make a book.
Art / DT	**DT: Sewing** **Skills**: to practice running stitch, cross stitch, running back stitch and blanket stitch	**Art: Pop Art** **Skills**: Explore the use of colour and tone.	**DT: Cooking** **Skills**: use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and backing.	**Art: Sculpture- Clay Vase** **Skills:** develop control of tools and techniques to manipulate clay into a desired shape. To practice fine painting skills to create a design inspired by the Islamic world.	**DT: Construction** **Skills:** generate ideas from a range of stimuli for a fairground ride with moving parts. To understand and apply knowledge of electrical motors to create rotating parts. Investigate ways of making a framework for a fairground ride.	**Art & Design – Summer project (production)** **Skills**: select and use a wide range of materials and techniques (e.g. papier-mâché, paint, recycled materials, textiles) to construct large-scale props and scenery.
Music	**Music Foundations** Understanding staff notation.	**Round Composition** Singing a four-part round.	**Latin American Music** Identifying musical elements.		**Blues** Following the 12-bar blues sequence.	

	Playing a chord sequence (Am, G, F, G) and improvising a melody using chord notes. Composing a 16-beat melody over a chord sequence. Improving listening skills (Grade 1-3 ABRSM Aural).	Composing melodies over a two-chord sequence. Using staff notation. Accompanying a round with chords, melodic and rhythmic ostinati. Playing triads. Using major and minor chords.	Combining melodies with rhythmic and melodic ostinato. Playing syncopated melodies and triads. Following staff notation. Combining syncopated rhythms. Following a musical cue. Improving ensemble skills. Improving listening skills and focusing on the use of music vocabulary.		Rhythmic and melodic improvisation (riffs and blues scale). Using tuned percussion instruments.	
Indoor P.E.	**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.	**Gymnastics** Pupils use 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 given opportunities to receive and provide feedback in order to make improvements. In Gymnastics as a whole, pupils develop performance skills	**Movement** 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	**Badminton** Pupils develop their understanding of the principles of net and wall games. In all games, activities, pupils have to think about how the use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from the opponent to make it difficult for them to return. Pupils are given the opportunities to work in collaboration with others., play fairly demonstrating an understanding of the rules, as well as being respectful of the people	**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	**Movement part 2 /Swimming** 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

		considering the quality and control of their actions.	lead others through short warm ups.	they play with and against.	improvement using the scores they have collected.	lead others through short warm ups. Swimming top up lessons for children who have not reached the national curriculum levels.
Outdoor P.E.	**Football** Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	**Tag Rugby** Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding key rules, as well as evaluating their own and others' performances.	**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 the game. 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 are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	**Rounders** Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	**Athletics** 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.	**Tennis** 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.

PSHE	**Being me in my World** Identifying goals for the year, Global citizenship- Children's universal rights. Feeling welcome and valued, choices, consequences and rewards. Democracy, having a voice, Anti-social behaviour and Role-modelling.	**Celebrating Difference** Perceptions of normality and understanding disability. Power struggles and understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy	**Dreams and Goals** Personal learning goals, in and out of school. Emotions in success. Making a difference in the world, motivation, recognising achievements. Giving and receiving compliments.	**Healthy me** Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health and managing stress.	**Relationships** Mental health - identifying mental health worries and sources of support. Managing feelings: Love and loss, Power and control, and assertiveness. Technology safety and taking responsibility with technology use.	**Changing me** Self-image, Body image, Puberty and feelings and Conception to birth. Reflections about change, Physical attraction, Respect and consent - Boyfriends/girlfriends and Sexting Transition.
French	**Family members and friends** Learning about describing appearance and personality for yourself and family members or friends. Talk about jobs and use the verb to be and to have in the present tense, including subject pronouns		**Parts of the body and health** Learning the vocabulary about parts of the body, specifically aches and pains. Learning the vocabulary and phrases used when going to the doctors.		**Geography - places in town** Learning about places in town (extended linked to places abroad). Saying where buildings are using prepositions and how to understand and give directions. Talk about what we can and cannot do in your ideal town.	