	Autumn Term	
	1	**2**
	WW2	**WW2**
Experiences/Visitors	• Into University Project • Swimming	• PGL Windmill Hill residential • Swimming • Christmas performance
Language	• English: evacuees, invasion, operation, soldiers, mission, embark, sacrifice, government, determined, disastrous, appreciate, achieve, definite, programme • Reading: Predict infer retrieve vocabulary, explain, summarise • Maths: integer factor multiple place holder divisible indices prime cube • History: allies, Axis, predominantly, regime, rationing, ancestry, Nazis, Jews, propaganda • Art: commenced minimised phase Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief Line Shape Pose Position Gesture Repetition Sequence Dynamic • Music: derived preference composes, instrumental families, instrument, wind, string, percussion, brass, ensemble, soloist, dynamics, texture, ostinato, pulse, beat, rhythm, pitch, texture, tempo, timbre • Computing: arbitrary, prohibit, authority, assign, factor, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, chat, collaboration • PSHE: Decision Law Collaboration Anxiety Stress Biodiversity • PE: agility defence attack posture rebound cutting faking double dribble • RE: ideology, rite of passage baptism/christening, sacrament ceremony, God parents, mandap henna, sari	• English: prejudice, refugees, compassion, tolerance, empathy, tragic, humbling, community, vehicle, symbol, • Reading: predict infer retrieve vocabulary, explain, summarise • Maths: equivalent numerator denominator mixed number metric imperial • Science: Source, absence, reflect, straight lines, light rays • History: Holocaust, D- day landings, persecution, displacement, conscription, colonies • DT: sufficient adaption incorporated gluten allergy • Music: resolution eventually chord progression, pulse, rhythm, pitch, Style, melody, solo, diction, ensemble, soloist, phrases, unison, harmony • Computing: Cooperate, justify, modify Hypertext Markup Language (HTML), logo, header, purpose, copyright, fair use, home page, preview, evaluate, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed • PSHE: Denial Compromise Solution Bravery Conflict Stubbornness • PE: agility defence attack posture rebound cutting faking double dribble • RE: location diversity religious community,5 pillars of Islam Believer Worship Religious teaching, followers, worship

English	• **Diary entry (based on 'Rose Blanche')**
	 • I can select the features appropriate to text type
	 • I can draw on reading and research to plan
	 • I can use relative clauses in my writing
	 • I can assess the effectiveness and edit my own and other`s writing
	 • I can write legibly and with increasing speed
	
	 • **Narrative Evacuee story**
	 • I can select the features appropriate to text type
	 • I can recognise and use the different parts of a narrative to support my planning and writing
	 • I can use a range of grammatical devices including expanded noun phrases and prepositional phrases
	 • I can use description, action and dialogue to advance the plot and show characterisation
	 • I can assess the effectiveness and edit my own and other`s writing
	 • I can write legibly and with increasing fluency
		• **Newspaper Report (based on 'Letters from the Lighthouse')**
		   • I can use a range of punctuation mostly accurately
		   • I can use range of grammatical devices including relative clauses and parenthesis
		   • I can use direct and reported speech
		   • I can use newspaper-style language
		   • I can make improvements in my work through redrafting the grammar and vocabulary to enhance effect
		
		 Diary Entry (based on 'Letters from the Lighthouse')
		   • I can use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).
		   • I can select vocabulary, language and grammatical structures that reflect the level of formality required within my writing.
		   • I can proof read my own and others` writing making corrections of spelling and punctuation.

Year 6 Curriculum Overview

Reading	**Whole Class Reading** Rose Blanche Letters from the Light House **Linked text** Everything WW11 **Fluency:** Various SATS papers	**Whole Class Reading** Letters from the Lighthouse **Fluency:** Michael Rosen Poetry
Maths	**Place Value** - Read and write numbers to 10,000,00 - Powers of 10 **Addition/Subtraction** - Add and subtract integers **multiplication** - Multiply 4 digits by digits **Division** - Short division - Long division - Common factors - Common multiples - Prime numbers - Cube numbers Order of operations	**Fractions** - Equivalent fractions - Adding and subtracting simple fractions - Add and subtract mixed numbers - Multiplying fractions - Dividing fractions - Fractions of amounts **Measure-** - converting units - Metric measures - Miles and kilometers - Imperial measures

Science	**Light** Big Question: How do we see? **Knowledge:** - I know that light appears to travel in straight lines - I know that objects are seen because they give out or reflect light into the eye - I understand that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - I know that shadows have the same shape as the objects that cast them because light travels in straight lines. **Skills** - I can plan different types of scientific enquiries to answer questions. - I can make predictions and give a reason using scientific vocabulary and base predictions on findings from previous investigations - I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.
History	**WW2** **Big question: How did life change for all parts of society during WW2?** **Knowledge:** - I can have an understanding of events, people and changes - I can understand why WW2 is referred to as a 'World War'. - I know some of the reasons for the start of WW2 and how WW1 continued to impact events and after it. - I know that WW2 was the reason for the Windrush and how this changed society in Britain. - I can understand the role of black Caribbean soldiers and Gurkhas in WW2. - I know how WW2 changed the roles of women in society. - I can gain historical perspective by placing knowledge into different contexts **Skills**

	Historical enquiry • I can use primary and secondary sources to independently research and present the answers to a question I have created about WW2, using a range of sources. • I can compare attitudes to women from different periods of time and consider how WW2 changed attitudes. **Communication** I can discuss how children's lives were affected by evacuation. •	
Art/DT	Great architects and designers in history: Focus- Anthony Gormley **Big question:** **Why do we have public art?** **Is there a reason why art should not be public?** **Knowledge:** • To understand that architects and other artists have responsibilities towards society. • To understand that artists can help shape the world for the better • To acquire knowledge of still human form sculpture as a genre, considering the works of Anthony Gormley. • To extend knowledge of the effect of light and shadow on more complex objects) • To gain knowledge and awareness of human body proportions and use this to develop accurate representation of the body through sketchbook drawings. • To know which materials, suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D body sculpture. • To know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling and specific pencils to create shadows and faint **Skills:** • I can create sketch books • I can record their observations and use them to review and revisit **Ideas** • I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay **Sharing** • I can share thoughts and opinions about my own, my peers and artists work and comparing to artists/art movements from previous learning. **Sculpture** • I can plan and design and make models from observation or imagination • I can use language to explain skills and techniques • I can use clay to create a form from observation and explore different techniques and impressing details **Moving on to:** • I can create sculpture, both small and large scale • I can build from using wires to create form and covered with newspapers and Modroc	**Structures** Big question: How can we design and make a product that solves a real-world problem using the most effective materials and mechanisms? **Technical knowledge** How to reinforce and strengthen a 3D framework. That a 3D textiles product can be made from a combination of fabric shapes. How to use learning from art and history to help design and make products that work. That a textiles product can be made from a combination of fabric shapes and materials. **Research** Evaluate existing products for progression and application of technical knowledge to find out • About worldwide inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products and how/why they achieved success through their products. • Indicate the design features of their products that will appeal to intended users. • How much products cost to make • How innovative products are and how they could be improved. • How sustainable the materials in products are. • What impact and possible uses products have beyond their intended purpose. **Design** Adapt and modify ideas through group and class discussion. Design taking account of constraints such as time, resources, environmental effects and sustainability **Plan** Explain their choice of materials and components according to functional, aesthetic, decorative, sustainable and adaptive qualities **Make** Follow procedures for safety Discuss and apply creative ideas to accurately apply a range of finishing techniques, including those from art and design. Use techniques and creative ideas used by famous art/construction/mechanical/chef etc. people to enhance the product's attractiveness, efficiency and adaptations for disabilities **Evaluate** Discuss, test and try the product alongside others, rating its visual appeal and sustainability on a scale of 1 – 10, giving reasons why **Skill development in:** Embroidery, overlaying, problem solving, Framing, drilling, hooking **Tools (depending on task)** Velcro, pinking shears, bobbin, template, decorative accessories Sandpaper, glue gun, clamp, junior hacksaw, vice
Computing	Communication and collaboration **BIG QUESTION: How do we use the internet responsibly?** Knowledge	Webpage creation **BIG QUESTION How can you make a webpage?** Knowledge

	• To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration **Skills:** • I can identify and explore how data is transferred and information is shared online. • I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • I can use technology safely, respectfully and responsibly • I can recognise acceptable/unacceptable behaviour • I can identify a range of ways to report concerns about content and contact	• To use search technologies effectively • To appreciate how results are selected and ranked • To be discerning in evaluating digital content **Skills:** • I can design and create webpages, giving consideration to copyright, aesthetics, and navigation. I can 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
PSHE/RE	**School Values** **BIG QUESTION: What values will I need when I move on?** **Respectful** **Responsible** **Safe** **Knowledge:** **New beginnings (SEAL)** **BIG QUESTION: What strategies do I have to manage stress and calm down?** Understanding responsibilities in school; managing anxiety and stress and calming down strategies. **Democracy** • UK Parliament Education • Understanding the rule of law and school council. **Global Citizenship** **Our City, Our World** **BIG QUESTION: How can I make a difference in our class community?** Water,Biodiversity In our Hands Skills **School Values** • I can consistently demonstrate characteristics attributed to the school values. • I am a role model to my younger peers, and I can support them to understand and demonstrate the school values. **New beginnings (SEAL)** • I can work together to create a Class charter, welcoming and valuing others. • I can contribute to whole school responsibilities. • I can use strategies to support me to manage my anxiety and stress. **Democracy** • I understand and can explain the rule of law. • I understand UK Parliament and how it relates to WWII. • I have an understanding of the election process. • I can contribute to school council.	**Getting on and falling out (SEAL)** **BIG QUESTION: What is embarrassment?** **Knowledge** • Differences as a barrier and the skills of working together, understanding the link between feelings and behaviour, knowing my triggers and how to calm myself down. • Friendship and embarrassment **Say No to Bullying** **BIG QUESTION: What can I safely say or do when I am confronted with bullying behaviour?** • Mean behaviour is never ok. • Bullying behaviour is mean behaviour that is on purpose and repeated both face to face and online. • Safely challenge bullying behaviour – being an upstander • Safety network. • Anti-bullying week annual theme. **Money Management** (Taught as part of maths) 1 Decision resources available. **Skills** **Getting on and falling out (SEAL)** • I can learn well with others. • I can tell you what I appreciate about my friendships. • I can tell you how I would resolve a problem peacefully. **Say Not to Bullying** • I can tell you what mean behaviour is. • I can tell you what bullying behaviour is. • I know what to safely say or do if I notice bullying happening to me or someone else. • I can tell you what an upstander is. • I can ask for help. (+ skills linked to annual Anti-Bullying week theme lesson)

	Global Citizenship **Our City, Our World** • I can describe how we can use water responsibly. • I can understand what biodiversity is and explain the importance of doing all we can to encourage it. • I can make choice which make the world a better place.	
Music	**Timbre** **Big question: How can I change the timbre of my music?** **Knowledge** • To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright Skills <u>Listening</u> • I can compare two songs, talking about what stands out musically in each of them, their similarities and differences. <u>Singing and playing</u> • I can sing part rounds and harmony <u>Composing</u> • I can use instruments to add colour to a song. <u>Performing</u> • I can provide rhythmic support in time <u>Transcribing and using symbols</u> • I can develop the skills to read pitch notation	**Structure** **Big question: Can I hear how a song is put together?** **Knowledge** • To know that a chord progression is a sequence of chords that repeats throughout a song Skills <u>Listening</u> • I can recognise instruments that add colour to a song. <u>Singing and playing</u> • I can perform a range of songs in school assemblies, school performance opportunities and to a wider audience <u>Composing</u> • I can begin to improvise a harmony part using a 3rd or a 5th <u>Performing</u> • I can play an accompaniment for a performance <u>Transcribing and using symbols</u> • I can play an instrumental part accurately following notation
RE	**Big question** <u>**What are the important rites of passage in Hinduism and Christianity?**</u> **Knowledge** • To know and be able to give examples of how a rite of passage can affect the believer. • To be able to explain and give examples of what happens at an infant baptism and Hindu naming ceremony and to use evidence and examples of how these ceremonies impact on the life of the believer. • To be able to explain what happens at a Christian and Hindu marriage and give examples and evidence of how the believer's religion is an integral part of the ceremony. • Compare and contrast the similarities and differences of Christian and Hindu duties and be able to give examples of how these duties affect the life of the believer. • To be able to identify the qualities someone might need as they travel through their life. • To reflect on their own views and beliefs and plan a meaningful 'coming of age' ceremony demonstrating some personal insight. **Skills** • I can use evidence and examples to show how and why beliefs make a difference to	**Big question** <u>**What can we understand from the impossible village?**</u> *(The impossible village is a cartoon picture of a village and its people with many religious references and is used as the stimulus for this unit.)* **Knowledge** • To be able to identify religious connections within the 'impossible village' using the correct vocabulary. • To explain, give meaning to religious references and be able to compare ideas of a believer. • To choose one religion from the village and be able to know and explain, 1) a teaching and story from that faith. 2) the times followers' worship and what they do. 3)the ceremonies, rituals, and celebrations of that religion. • To be able to reflect and explain how religion is represented in Brighton and Hove and be able to present their findings. • To explain their own views about belief and identify similarities and differences between their community and the impossible village.

	life • I can explain and give meanings for core texts and beliefs, comparing different ideas I can connect my own reflections and views to the religions and beliefs they study, developing insights	• What can contemporary art teach us about The Nativity? • To reflect on 3 different artist visions of the Nativity. • To explain and give meaning from the Bible the events in the Nativity story. • To look, reflect and give examples of how the difference characters may have felt with reference to annunciation **Skills** • I can explain and give meanings for core texts and beliefs, comparing different ideas • I can use evidence and examples to show how and why beliefs make a difference to life • Connect their own reflections and views to the religions and beliefs they study, developing insights'
PE and Sport	Football **Big question: How can I become a more effective team player?** Know / Understand: • How to play as an attacker and a defender • How to work effectively with a partner to defend • How to take a penalty with accuracy • How to use STEP principle to teach other players skills • The term 'cover defender' • How to use different strategies to defend and attack **Swimming and water safety** **Big question** **How can I improve my breaststroke, backstroke and front crawl strokes?** Know / Understand: · The efficient position for backstroke swimming · How to use breaststroke arms and legs with more efficiency · How to tuck, float and collect objects from the bottom of the pool · How to use breast stroke action to swim on front and back **Skills:** I can swim between 25 and 50 metres unaided. I can use more than one stroke and coordinate breathing as appropriate for the stroke being used. I can coordinate leg and arm movements. I can swim at the surface and below the water	Basketball **Big question: What do I need to do to improve my team's performance?** Know / Understand: • The terms: 'fast-break' and 'counterattack' • How to perform a retreat dribble • To understand why a free throw is awarded • The 'V-cut' and how to perform it • How to drive and shoot at the basket How to work as a team and use tactics **Swimming and water safety** **Big question** **How can I improve my breaststroke, backstroke and front crawl strokes?** Know / Understand: · How to use skills of observation to improve our technique · How to perform a mushroom float for a sustained period · How to swim and surface dive · How to tumble turn · How to dive **Skills:** I can swim between 25 and 50 metres unaided. I can use more than one stroke and coordinate breathing as appropriate for the stroke being used. I can coordinate leg and arm movements. I can swim at the surface and below the water