


Year 6 Curriculum Overview

	Autumn Term	
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	Invaders and Settlers	Invaders and Settlers
Experiences/Visitors	Into University Project PGL Windmill Hill residential at Hailsham Swimming	Christmas performance Dissection of an eye- Brighton College Swimming
Language	<ul style="list-style-type: none"> English: Beowulf Hrothgar Mead Hall banquet obituary Reading: Predict infer retrieve vocabulary, explain, summarise Maths: integer factor multiple place holder divisible indices prime cube History: Commodity, Implication, Empirical, Invaders, Settlers, Kingdoms, Pagan Roman Catholic Church, Ad/BC Geography: make distinctions, distinct, fair trade, population, density, pie charts mean (average), constant, change, range of sources 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	<ul style="list-style-type: none"> English: Familiar Benefits assessment Reading: Predict infer retrieve vocabulary, explain, summarise Maths: equivalent numerator denominator mixed number metric imperial Science: Source, absence, reflect, straight lines, light rays History: Legal, Legislation, Migration, Century, Settlement Religion, Artefact Evidence, Raiders, Society 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	Settings -Narrative <ul style="list-style-type: none"> I can select the features appropriate to text type I can draw on reading and research to plan I can use a range of clause structures to create multi-clause sentences I can use a range of punctuation including hyphens for compound adjectives I can assess the effectiveness and edit my own and other's writing I can write legibly and with increasing speed Obituary- report <ul style="list-style-type: none"> I can identify a range of organisational and presentational devices to structure different text types I can research through reading, film and discussion to plan my writing. I can use expanded noun phrases to add precision I can assess the effectiveness and edit my own and other's writing I can write legibly and with increasing fluency 	Myth- narrative <ul style="list-style-type: none"> 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 assess the effectiveness and edit my own and other's writing I can write legibly and with increasing speed I can describe settings, character and atmosphere using figurative language I can use character to convey character and advance the action I can assess the effectiveness and edit my own and other's writing I can write legibly and with increasing speed Newspaper report- Non-Chronological report <ul style="list-style-type: none"> I can identify a range of organisational and presentational devices to structure different text types I can research through reading, film and discussion to plan my writing. I can assess the effectiveness and edit my own and other's writing I can write legibly and with increasing fluency I can use a range of punctuation correctly e.g., inverted commas for speech I can select vocabulary, language and grammatical structures that reflect the level of formality eg bias and sensational language
Reading	Whole Class Reading <u>Beowulf</u> Linked Text- Non-Fiction: Everything Anglo Saxon Fluency: Short Story: There is Room for One More	Whole Class Reading <u>Anglo Saxon Boy</u> Fluency: Prologue-The Room from Nowhere
Maths	Place Value <ul style="list-style-type: none"> Read and write numbers to 10,000,00 Powers of 10 Addition/Subtraction	Fractions <ul style="list-style-type: none"> Equivalent fractions Adding and subtracting simple fractions Add and subtract mixed numbers

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Multiplying fractions Dividing fractions Fractions of amounts <p>Measure-</p> <ul style="list-style-type: none"> converting units Metric measures Miles and kilometers Imperial measures
Science	<p>Light</p> <p>Big Question: How do we see? Knowledge:</p> <ul style="list-style-type: none"> 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. <p>Skills</p> <ul style="list-style-type: none"> 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. 	
Geography/History	<p>Invaders and Settlers Big question: Where did Anglo Saxons come from? Knowledge</p> <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> To demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections, and trends within and across periods of history. Describe past events, people and developments using dates and terms appropriately <p>Skills:</p> <p>Chronology</p> <ul style="list-style-type: none"> I can place different invaders and settlers since the Roman withdrawal from Britain into context using a timeline. I can ask and answer a variety of questions which build a picture of life in the past. I can use the artefacts/library / textbooks and internet for research. <p>I can use evidence to build up a picture of a past event.</p>	<p>Trade and Economics Big question: What is the UK's relationship with trade - past and present? How has trade become global?</p> <p>Knowledge:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> To name and locate many countries within Europe. To name capital cities and cities with large populations around the world. <p>Human geography To describe and understand key aspects of human geography, including patterns of land use, economic activity, trade links, and the distribution of natural resources such as energy</p> <p>Skills:</p> <p>Mapping skills</p> <ul style="list-style-type: none"> I can locate the world's countries, using maps. I can interpret a scale to calculate true size or distance. I can interpret maps of locations, identifying patterns (such as land use, climate zones, population densities, height of land). <p>Being a geographer</p> <ul style="list-style-type: none"> I can interpret and construct pie charts and line graphs and use these to solve problems. I can calculate and interpret the mean as an average and know when it is appropriate to find the mean of a data set.
Art/DT	<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>Invaders and settlers Big Question: How do we organise an Anglo-Saxon banquet?</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> To review previous knowledge and discuss to understand that seasons may affect the food available. To research how recipes can be adapted to change the appearance, taste, texture and aroma. To understand that a recipe can be adapted by adding or substituting one or more ingredients.

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	<ul style="list-style-type: none"> 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 <p>Skills:</p> <ul style="list-style-type: none"> I can create sketch books I can record their observations and use them to review and revisit <p>Ideas</p> <ul style="list-style-type: none"> 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 <p>Sharing</p> <ul style="list-style-type: none"> I can share thoughts and opinions about my own, my peers and artists work and comparing to artists/art movements from previous learning. <p>Sculpture</p> <ul style="list-style-type: none"> 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 <p>Moving on to:</p> <ul style="list-style-type: none"> I can create sculpture, both small and large scale I can build from using wires to create form and covered with newspapers and Modroc 	<ul style="list-style-type: none"> To understand that different food and drink contain different substances - nutrients, water and fibre - that are needed for health. <p>Skills: Research</p> <ul style="list-style-type: none"> I can evaluate existing products to find out: <ul style="list-style-type: none"> - what impact products have beyond their intended purpose. - about local inventors, designers, engineers, chefs and manufacturers who have developed quality, purposeful ground-breaking products e.g., school catering staff. I can collect information from groups and individuals about adaptations to designs that will be needed to provide for a variety of users e.g., non-fiction books, questionnaires in class, year group, across year groups I can research online to find out how different products are designed and adapted to meet the requirements of specific target groups. <p>Design</p> <ul style="list-style-type: none"> I can share and clarify ideas through group and class discussion I can share ideas to formulate specific, ordered steps for formulating correct plans for efficient working and making. <p>Plan</p> <ul style="list-style-type: none"> I can select tools and equipment suitable for the task I can explain the role/part/task each of these will have in the making of their product <p>Make</p> <ul style="list-style-type: none"> I can use and amend a range of materials/ingredients/components to adapt to the chosen task and product I can discuss how to arrange, present and display dishes with appeal and attractiveness for events and celebrations for groups of people <p>Evaluate</p> <ul style="list-style-type: none"> I can test and try the product, rating its effectiveness on a scale of 1 - 10, giving reasons why <p>Skill development in: Kneading, crumbling, draining, heating, cooking</p> <p>Tools Measuring jug, colander, oven gloves, spatula, baking sheet</p>
Computing	<p>Communication and collaboration BIG QUESTION: How do we use the internet responsibly? Knowledge</p> <ul style="list-style-type: none"> 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 <p>Skills:</p> <ul style="list-style-type: none"> 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 	<p>Webpage creation BIG QUESTION How can you make a webpage? Knowledge</p> <ul style="list-style-type: none"> To use search technologies effectively To appreciate how results are selected and ranked To be discerning in evaluating digital content <p>Skills:</p> <ul style="list-style-type: none"> I can design and create webpages, giving consideration to copyright, aesthetics, and navigation. <p>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</p>
PSHE/RE	<p>School Values BIG QUESTION: What values will I need when I move on? Respectful Responsible Safe</p> <p>Knowledge:</p> <p>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.</p> <p>Democracy UK Parliament Education Understanding the rule of law and school council. KS2 L1, L2</p>	<p>Getting on and falling out (SEAL) BIG QUESTION: What is embarrassment?</p> <p>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 KS2 R10,11,13,14,15,16,17,18</p> <p>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. KS2</p>

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	<p>Global Citizenship Our City, Our World BIG QUESTION: How can I make a difference in our class community? Water Biodiversity In our Hands KS2 R19,20,21 L6,8,9,10,11</p> <p>Skills</p> <p>School Values</p> <ul style="list-style-type: none"> 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. <p>New beginnings (SEAL)</p> <ul style="list-style-type: none"> 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. <p>Democracy</p> <ul style="list-style-type: none"> 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. <p>Global Citizenship Our City, Our World</p> <ul style="list-style-type: none"> 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. 	<p>R19, R20 R21</p> <p>Money Management (Taught as part of maths) 1 Decision resources available.</p> <p>KS2 L17,18,21</p> <p>Skills</p> <p>Getting on and falling out (SEAL)</p> <ul style="list-style-type: none"> 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. <p>Say Not to Bullying</p> <ul style="list-style-type: none"> 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. <p>(+ skills linked to annual Anti-Bullying week theme lesson)</p>
Music	<p>Timbre Big question: How can I change the timbre of my music?</p> <p>Knowledge</p> <ul style="list-style-type: none"> 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 <p>Skills <u>Listening</u></p> <ul style="list-style-type: none"> I can compare two songs, talking about what stands out musically in each of them, their similarities and differences. <p><u>Singing and playing</u></p> <ul style="list-style-type: none"> I can sing part rounds and harmony <p><u>Composing</u></p> <ul style="list-style-type: none"> I can use instruments to add colour to a song. <p><u>Performing</u></p> <ul style="list-style-type: none"> I can provide rhythmic support in time <p><u>Transcribing and using symbols</u></p> <ul style="list-style-type: none"> I can develop the skills to read pitch notation 	<p>Structure Big question: Can I hear how a song is put together?</p> <p>Knowledge</p> <ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song <p>Skills <u>Listening</u></p> <ul style="list-style-type: none"> I can recognise instruments that add colour to a song. <p><u>Singing and playing</u></p> <ul style="list-style-type: none"> I can perform a range of songs in school assemblies, school performance opportunities and to a wider audience <p><u>Composing</u></p> <ul style="list-style-type: none"> I can begin to improvise a harmony part using a 3rd or a 5th <p><u>Performing</u></p> <ul style="list-style-type: none"> I can play an accompaniment for a performance <p><u>Transcribing and using symbols</u></p> <ul style="list-style-type: none"> I can play an instrumental part accurately following notation
RE	<p>Big question <u>What are the important rites of passage in Hinduism and Christianity?</u></p> <p>Knowledge</p>	<p>Big question <u>What can we understand from the impossible village?</u> <i>(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.)</i></p>

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	<ul style="list-style-type: none"> 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. <p>Skills</p> <ul style="list-style-type: none"> I can use evidence and examples to show how and why beliefs make a difference to life I can explain and give meanings for core texts and beliefs, comparing different ideas <p>I can connect my own reflections and views to the religions and beliefs they study, developing insights</p>	<p>Knowledge</p> <ul style="list-style-type: none"> 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, <p>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.</p> <ul style="list-style-type: none"> 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. <p>What can contemporary art teach us about The Nativity?</p> <ul style="list-style-type: none"> 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 <p>Skills</p> <ul style="list-style-type: none"> 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 <p>Connect their own reflections and views to the religions and beliefs they study, developing insights'</p>
PE and Sport	<p>Football Big question: How can I become a more effective team player? Know / Understand:</p> <ul style="list-style-type: none"> 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 <p>Swimming and water safety Big question How can I improve my breaststroke, backstroke and front crawl strokes?</p> <p>Know / Understand:</p> <ul style="list-style-type: none"> 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 <p>Skills:</p> <p>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</p> <ul style="list-style-type: none"> 	<p>Basketball Big question: What do I need to do to improve my team's performance? Know / Understand:</p> <ul style="list-style-type: none"> 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 <p>How to work as a team and use tactics</p> <p>Swimming and water safety Big question How can I improve my breaststroke, backstroke and front crawl strokes?</p> <p>Know / Understand:</p> <ul style="list-style-type: none"> 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 <p>Skills:</p> <p>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</p>