


Year 6 Curriculum Overview

	Summer Term	
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	World War 11	Living Things and Their Habitats
Experiences/Visitors	<p>SATS</p> <p>Fort Newhaven visit</p>	<p>Brighton College Stem Day</p> <p>Silver box Multi Media Company</p> <p>Odeon Film Screening</p> <p>Volleyball</p> <p>Sports Day</p> <p>Transition visits from Secondary Schools</p> <p>Transition workshop Into University</p>
Language	<ul style="list-style-type: none"> English: evacuee evacuation desperation aggressive cemetery prejudice existence identity conscience desperate Reading: Predict infer retrieve vocabulary, explain, summarise Maths: constant ratio scale up scale down Science: Annual Justify Common characteristic vvertebrates, invertebrates, insects, spiders, snails, worms, flowering and non-flowering History Predominantly Regime Displacement Holocaust D- day Persecution Ancestry Nazis Jews Propaganda Art: Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense Still Life Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading Music: innovation cultural cohesion cover major minor stylistically structure Computing: Component, proportion Tinker CAD, 2D, 3D, move, perspective, view, handles, lift, lower, recolour, placeholder, hollow, choose, combine, construct PSHE: Flight Awareness Fright Identity Bereavement Despair PE: Orient constraints fielding positions RE: research converted Buddhism The Buddha Enlightenment Suffering The four sights The four Noble Truths The 8-fold path Declaration of human rights. 	<p>English: D day landings invasion operation soldiers mission embark sacrifice government determined disastrous</p> <ul style="list-style-type: none"> Reading: Predict infer retrieve vocabulary, explain, summarise Maths: statistic data variable mean median mode Science banned prohibited pulse, rate, blood vessels, transported, cycle, circulatory system, Geography: significance Implication consequence Hydraulic action Deposition topography DT: subsidiary deviation virtually Music: Relaxed ceases rest, crotchet. Quaver Minim improvise, pulse, rhythm, pitch, tempo, dynamics, improvise Computing: compiled Micro: bit, Make Code, process, flashing, trace, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, algorithm, step counter PSHE: Success Media Aspiration Humiliation Airbrushing Pornography PE: Pace / pacing Accelerate Take-off Push Throw Athlete Dominant foot hurdle RE: global Omnipotent Omniscient Benevolent Eternal Compassionate Probability Humanism
English	<ul style="list-style-type: none"> Narrative Rose Blanche diary entry 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 	<ul style="list-style-type: none"> Newspaper report Transition writing for Secondary Schools based on Happy Here 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 select vocabulary, language and grammatical structures that reflect the level of formality e.g., passive and active voice/reported and direct speech I can assess the effectiveness and edit my own and other`s writing I can write legibly and with increasing fluency

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	<ul style="list-style-type: none"> 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 	
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 Happy Here Fluency: Michael Rosen Poetry
Maths	REVISION	Bakery Project: Addition Subtraction Multiplication Division Ratio Scale Money Area Volume Travelling project: Statistics- line graphs
Science	Living things and their habitats Big Question: How and why do we classify things in science? Knowledge <ul style="list-style-type: none"> I can 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 I can give reasons for classifying plants and animals based on specific characteristics Skills <ul style="list-style-type: none"> I can classify living things, including microorganisms, plants, and animals, based on specific characteristics I can use and construct classification keys to identify and sort living things. I can give reasons for classifications based on observable features. I can identify and describe how living things are grouped according to similarities and differences. I can recognise and describe the role of microorganisms, including useful and harmful types. I can observe and record data to support classification 	Animals including humans Big Question: What does the heart do and how can we take care of it? Knowledge <ul style="list-style-type: none"> I can identify and name the main parts of the human circulatory system, I know the functions of the heart, blood vessels and blood I know the impact of diet, exercise, drugs and lifestyle on the way our bodies function I know how nutrients and water are transported within animals, including humans Skills <ul style="list-style-type: none"> I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary I can pose/select the most appropriate line of enquiry to investigate scientific questions. I can make predictions and give a reason using scientific vocabulary.

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		<ul style="list-style-type: none">• I can base my predictions on findings from previous investigations• I can select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests• I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• I can make my own decisions about which observations to make, using test results and observations to make predictions or set up further comparative or fair tests.• I can choose the most appropriate equipment in order to take measurements, explaining how to use it accurately.• I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• I can choose the most effective approach to record and report results, linking to mathematical knowledge that supports or refutes findings, selecting fact from opinion.
Geography	<p>Big question: How are physical processes, in particular erosion, changing the landscape of the UK?</p> <p>Knowledge Physical geography</p> <ul style="list-style-type: none">• I can describe and understand key aspects of physical geography including river (and coastal) erosion• I can understand how physical features within the UK have changed <p>Skills: Mapping skills</p> <ul style="list-style-type: none">• I can use the eight points of a compass, four and six-figure grid references, symbols and key in maps.• I can use ordnance survey maps to explore human and physical features of an area. <p>Fieldwork skills</p> <ul style="list-style-type: none">• I can use fieldwork to observe, measure, record and present data about the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	
History	<p>WW2 Big question: What is propaganda and how is used during WW2? Knowledge:</p> <ul style="list-style-type: none">• 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 <p>Skills Historical enquiry</p> <ul style="list-style-type: none">• 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. <p>Communication</p>	

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	<ul style="list-style-type: none"> I can discuss how children's lives were affected by evacuation. 	
Art / DT	<p>Painting Big question: How can colour be used to change a mood of a painting?</p> <p>Blitz skyline Artist - Steven Wilshire</p> <ul style="list-style-type: none"> I know that Stephen Wiltshire is a British architectural artist and autistic savant. I know that Wiltshire is known for his ability to draw a landscape from memory, after seeing it just once. I know that different artists and artistic styles can represent the same subject matter in different ways (focus on London skyline and variance in style, technique and moods). I know that proportion, size and depth are significant in this style of landscape I know that a skyline is an outline of land and buildings defined against the sky. I can understand what complementary colour ranges are and how they impact art when used by artists in their work. I can understand the difference between a spectrum colour wheel and complementary colour wheel <p>Painting</p> <ul style="list-style-type: none"> I can work on paint surface with other media such as chalk pastels, oil pastels, charcoal I can show the effect of light/dark, colour, texture and tone I can use sketchbooks to collect, record and plan for future works <p>Moving on to:</p> <ul style="list-style-type: none"> I can control and experiment with tones, shades and mood and build on previous knowledge I can select tools, materials and techniques 	<p>Structures Big question: How can we design and make a product that solves a real-world problem using the most effective materials and mechanisms?</p> <p>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.</p> <p>Research Evaluate existing products for progression and application of technical knowledge to find out</p> <ul style="list-style-type: none"> 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. <p>Design Adapt and modify ideas through group and class discussion. Design taking account of constraints such as time, resources, environmental effects and sustainability</p> <p>Plan Explain their choice of materials and components according to functional, aesthetic, decorative, sustainable and adaptive qualities</p> <p>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</p> <p>Evaluate Discuss, test and try the product alongside others, rating its visual appeal and sustainability on a scale of 1 – 10, giving reasons why</p> <p>Skill development in: Embroidery, overlaying, problem solving, Framing, drilling, hooking</p> <p>Tools (depending on task) Velcro, pinking shears, bobbin, template, decorative accessories Sandpaper, glue gun, clamp, junior hacksaw, vice</p>

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<p>Computing</p>	<p>3D modelling Big question: How can you make a 3d model on a computer?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can plan, develop, and evaluate 3D computer models of physical objects. <p>Skills:</p> <ul style="list-style-type: none"> 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 I can use technology safely, respectfully and responsibly I can recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Sensing Big question: How can you programme a micro controller?</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can design and code a project that captures inputs from a physical device. <p>Skills:</p> <ul style="list-style-type: none"> I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems I can solve problems by decomposing them into smaller parts I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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/RSE</p>	<p>Relationships B&H PSHE team Loss & Bereavement Lessons BIG QUESTION: What is grief?</p> <ul style="list-style-type: none"> I can explore loss and coping strategies. I know that it is ok to feel sad and miss a person who dies. I know that some experts have suggested that although someone's feelings of grief will stay the same, over time, their life, experiences and moments of enjoyment will grow around their feelings of loss and grief. <p>KS2 H17,19,20,21,23,24</p> <p>Protective Behaviours B&H PSHE Team Feeling Good Feeling Safe BIG QUESTION: How does showing respect for each other's identity help us to all feel safe?</p> <ul style="list-style-type: none"> I know that everyone has the right to feel safe all of the time. I know that nothing is too small or awful to talk about it I can discuss body confidence I understand early warning signs <p>KS2 H17,18,19,20,21 R22, 24, 25,26, 27,28,29</p> <p>Skills Relationships I can clarify what loss means and give some examples. I can tell you how loss could affect someone's feelings. I can tell you that it is ok to feel sad. I can tell you some strategies for coping with the feelings of loss when a person dies. I can tell you how to get help.</p> <p>Protective Behaviours I can tell you that I have a right to feel safe. I can say when I feel safe and unsafe.</p>	<p>Relationships, Sex & Health Education B&H PSHE team RSE lessons BIG QUESTION: How can I stay safe online? Coping with embarrassment using grounding techniques. Normalise growth and change. Learning about how most girls' and most boys' bodies change at puberty will help us to build our knowledge about ourselves and help to keep us safe. Personal and private does not mean secret or rude. Promote body confidence and safety via confident use of scientific names for the personal and private parts of the body. Correct use of vulva. Safety messages: These are the parts of your body under your pants. They are important personal and private. They belong to you. Usually only you, your family or a doctor or nurse might see them. Remind children that although they will grow and change, they are all special and unique. Normalise impact of puberty on feelings Coping strategies Growing body confidence It's normal to have wobbles in body confidence. Don't compare yourself to others - especially on-line. Remember you are unique. Look after your body: eat well and stay active. Think positive thoughts. Give yourself a compliment... Often! Staying safe online Posting images online: It is against the law for children to send or post naked pictures of themselves or others. If you are worried about someone or need to ask some questions about staying safe online talk to someone you trust. It is quite normal to want to find out more and feel curious about growing up and the changes at puberty. There are lots of books and leaflets available to read more about puberty and growing up.</p> <ul style="list-style-type: none"> Childline

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I can tell you about words and phrases that feel safe to use.
I can tell you how I feel about stereotypes.
I can name the private and personal parts of the body.
I can tell you how I can keep the personal and private parts of my body safe.
I can describe my early warning signs
I can tell you what fun to feel scared and risking on purpose means and give you some examples.
I can tell you what I can do if something does not feel fun to feel scared anymore.
I can begin to tell you about the importance of choice, control and time limit in making safer choices.
I can tell you about safe and unsafe touch and the importance of consent.
I can tell you about my safe places in my community.
I can ask for help.

- NHS Live Well
- Amaze puberty.
- Betty Bus

Pornography

Sometimes young people come across images on the internet that are shocking and upsetting.
In films, magazines and on the internet, there is something called pornography.
Some adults choose to look at this.
Pornography is imagery of women and men taking part in sex activities.
Sex in pornography is different to how people have sex in real life. People are acting and putting on a performance.
The images have usually been changed and do not present real bodies or real relationships or safer sex.
They are often full of stereotypes about gender.
Pornography does not show healthy, loving, respectful relationships.
It is against the law to show pornography to someone who is under 18. Pornography is unsafe for children and young people.
Human sexual reproduction and birth
Learning about how human babies are made and born will help us to build our knowledge about ourselves and help to keep us safe.
Some grown-ups who are in loving relationships show their love by having sex.
In some communities, it important to be married before you have sex.
Sex should always be something both grown-ups agree to and should be feel good and be fun.
Some grown-ups, in a loving relationship or marriage, may choose to have sex for fun and pleasure.
Some grown-ups who are in a loving relationship together may choose to have a baby.
Both people should agree that this is what they want to do

Some grown-ups in a loving relationship or marriage, may choose to have sex for fun and pleasure and can use different methods, called contraception, to prevent a baby being made.
In some religions, contraception is not allowed.
Sometimes doctors help couples to have a baby (for example: egg and sperm donors, and fertility treatment)

Safety networks

KS2

H9,14,17,18,19,20,
21,24,26,27,28,30,31,
32,33,
34,35

R1,2,3,5,6,7,8,9,10,11,13,14,15,
16,17,18,19,20,21,29,
31,32,33
L8,9,10,25

Changes & Moving Forward (SEAL)

Moving On- coping with a change of school
Recognise feelings linked to change and transition.
Coping strategies

KS2

Going for goals (SEAL)

Working toward long term goals, careers and aspirations, taking the first steps
KS2
H24, 29,36

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	<p>L25,26,27,2,8,29,30,31,32</p> <p>First aid... St John’s Ambulance pathway. Choking. (BEEM resources) 1 Decision resources.</p> <p>Skills</p> <p>Relationships, Sex & Health Education I can tell you what I can do if I feel embarrassed. I can tell you how children grow and change. I can tell you what is the same and different between most girls’ and most boys’ bodies. I can name and tell you about the function of the private and personal parts of the body. I can tell you how to keep my personal and private parts of the body safe. I can tell you that bodies come in all shapes and sizes. I can tell you what I could say or do If I notice someone being mean about someone else’s body. I can tell you what happens at puberty for most girls and most boys. I can tell you what a menstrual period is. I can tell you that a menstrual period is normal, a sign of health and something to celebrate and be proud of. I can make a link between puberty and human reproduction. I can tell you about wet dreams and how to cope with them. I can suggest safe ways to challenge mean behaviour about someone’s body image. I can tell you when friendships feel positive online and face to face. I can tell you how I can stay safe online. I can tell you ways that I can stay safe online I can tell you what is safe to share online. I can tell you how I can I find out information about growing up safely. I can tell you how puberty might affect someone’s feelings. I can tell you what to safely do if someone is mean about how someone’s body is changing. I can clarify the concept -body image. I can begin to tell you how images in the media affect how some people feel about themselves. I can suggest ways to be body kind. I can begin to tell you what pornography is. I can tell you what I can do if I see something upsetting or shocking. I can tell you about the differences between grown-up relationships and friendships. I can tell you how human babies start. I can begin to tell I you about how human babies are born. I can tell you where I can get help.</p> <p>Changes & Moving Forward (SEAL) I can tell you how changes can make me feel. I can tell you some ways to manage change and moving on to secondary school.</p> <p>Going for goals (SEAL) I can set learning goals and aspirations.</p> <p>First Aid I can tell you when I need to call for help. I can get help in an emergency. I can identify a range of situations when someone needs help and can apply some basic first aid. (BEEM resources</p>
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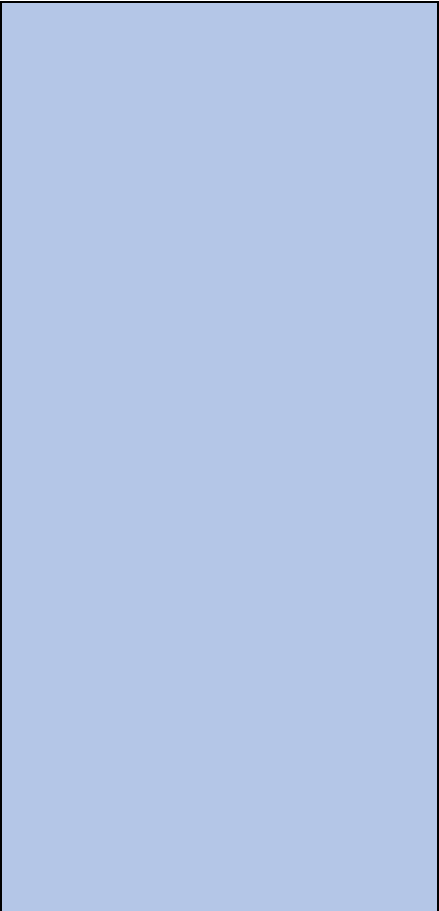
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Music	<p>Big question: Does music have any social power?</p> <p>Knowledge</p> <p>To understand that music can have a purpose as propaganda and as social cohesion in a war effort.</p> <p>Skills</p> <p>Listening</p> <ul style="list-style-type: none"> I can use musical dimensions (texture, dynamics, tempo, rhythm, pitch and timbre) to describe what you hear <p>Singing and playing</p> <ul style="list-style-type: none"> I can maintain my part whilst others are performing another part <p>Composing</p> <ul style="list-style-type: none"> I can create songs with verses and a chorus <p>Performing</p> <ul style="list-style-type: none"> I can play a range of tempos and use dynamics to improve my playing <p>Transcribing and using symbols</p> <ul style="list-style-type: none"> I can read / write short sequences on a stave 	<p>Big question: When is it good to be silent?</p> <p>Knowledge</p> <p>To understand that using beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly</p> <p>Skills</p> <p>Listening</p> <ul style="list-style-type: none"> I can explain the place of silence and say what effect it has <p>Singing and playing</p> <ul style="list-style-type: none"> I can sing solos, rounds and harmonies with expression I can use digital technology to create music <p>Composing</p> <ul style="list-style-type: none"> I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. (composing on Charanga or Band lab on Chrome Books) <p>Transcribing and using symbols</p> <ul style="list-style-type: none"> I can consolidate learning from across the year including all notation (semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests)
RE	<p>Big question: What are the different beliefs people have about God including multi-faith, atheism, humanism and agnostics?</p> <p>Knowledge</p> <p>To know the specific vocabulary associated with describing God (omnipotent, omniscient, benevolent, eternal, omnipresent ect.) To know and be able to describe how Christians, Muslims and Jewish people define of God, with focus given to the complex concept of The Trinity. To know the Hindu definition of God. To be able to describe the difference between an Atheist and Agnostic. To reflect on their own definition and description of God. To reflect on ‘ultimate’ questions having no certain answers and be able to connect their reflections to other views discussed, developing insight into what they believe. To be able to explain what Humanists believe and reflect on their core principles. To be able to reflect and express their own ideas about God</p> <p>Skills</p> <p>I can explain and give meanings for core texts and beliefs, comparing different ideas’ I can connect their own reflections and views to the religions and beliefs they study, developing insights’</p>	<p>Big question: Who was The Buddha and how can his teachings help one to understand suffering and freedom?</p> <p>Knowledge</p> <p>To be able to explain the key parts of Buddha’s life with reference to the four sights. To be able to explain the four Noble truths and how these teachings make a difference to a Buddhists daily life. To be able to describe the eightfold path and be able to give examples of this teaching and how it impacts on the life of the believer. To be able to reflect on ‘The number on my grandfather’s arm’ and discuss what human right are and understand the reasons why The Universal Declaration of Human Rights were adopted by the UN. To begin to make connections between freedom and happiness. Children reflect on what they value and what they are committed to. Make links to what the Buddha taught about happiness and training the mind</p> <p>Skills</p> <p>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’ I can connect their own reflections and views to the religions and beliefs they study, developing insights’</p>

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PE and Sport	<p>Cricket</p> <p>Big question: What are the tactics for playing cricket when batting, bowling and fielding?</p> <p>Know / Understand:</p> <ul style="list-style-type: none">• All the rules of ‘Inter Cricket’• How to score runs• How to work as a team to get a player out• How to bowl in different ways to a batter• How to play a range of attacking shots <p>Skills:</p> <ul style="list-style-type: none">➤ Fielding positions for attacking batter➤ Tracking and catching a high ball➤ Bowling a short ball➤ Working as pairs to field a long ball➤ On and off drives➤ Rules of Inter cricket	<p>Handball</p> <p>Big question: What are the basic rules and tactics for handball?</p> <p>Know / Understand:</p> <ul style="list-style-type: none">• The basic rules of handball• How to work as a team to develop tactics when attacking and defending• How to use dribbling to build an attack• How to block or screen to allow a team member to attack <p>Skills:</p> <ul style="list-style-type: none">➤ Conditioned game➤ Screening➤ Building an attack in a game➤ Dribbling with confidence➤ Recognising space
	<p>OAA</p> <p>Big question: What skills do you need to work well in OAA?</p> <p>Know / Understand:</p> <p>Skills:</p> <ul style="list-style-type: none">• Working in pairs to follow and orient a map• Work as a pair to complete scavenger hunt• Balance safely with control with others• Work efficiently as part of a team with constraints• Use speed and pace to run relays• Problem solving as part of a team	<p>Athletics</p> <p>Big question: How can I improve my running, jumping and throwing for speed and distance?</p> <p>Know / Understand:</p> <ul style="list-style-type: none">• How to demonstrate stamina• How to increase strength in throwing• How to use body to increase speed in running and run-ups• How to use co-ordination in jumping• How to give feedback to others in a group <p>Skills:</p> <ul style="list-style-type: none">➤ Power in the sprint start➤ Run up for the long jump➤ Recording data for different throws➤ Work collaboratively to judge others and record data

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- Skills:**
- Conditioned game
 - Screening
 - Building an attack in a game
 - Dribbling with confidence
 - Recognising space