Year 6 Curriculum Overview

	Spring Term	
	1	2
	Mountain Environments	**Evolution and Inheritance**
Experiences/Visitors	Class assembly	SATs Practice
Language	• English: mountain environment, survives, terrain, temperature, disastrous desperate necessary, determined, equipment, ordeal, extreme, conditions, • Reading: Predict infer retrieve vocabulary, explain, summarise • Maths: decimal point per cent isosceles scalene quadrant translate formula • Science: represent, symbol, electricity, circuit, diagram, voltage, cell, • Geography: characteristics topographic features 6 figure grid references • Art: Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy • Music: persistent composer, tempo, dynamics, tempo, timbre, texture, structure, dimensions of music, • Computing: concurrent, precise, variable, change, value, set, code, assign, declare • PSHE: Critical, Consumer, Digital, Depression, Phishing, Homophobic • PE: Core strength, Circuit, Fitness, Pulse rate, Recovery, Aerobic, exercise • RE: Joseph/Mary Galilee baptism gospels shepherds' bread of life Parables Bible/verse	• English: predator, prey, experience, discovery, creature, fascinating, wonderous, developed, tropical, specimen, observations, delighted, zoologist, • Reading: Predict infer retrieve vocabulary, explain, summarise • Maths: constant ratio scale up scale down • Science: attribute, dominant, argument, vary, environment, characteristics, suited, natural selection, evolved, adapted, inherited, species, fossils, extinct, botanist, offspring • Geography: make distinctions, distinct, global, fair trade, population, density, pie charts mean (average), constant, change, range of sources • DT: distorted, crucial, device, annotated, diagram, prototype, context, transmit, generate, components • Music: refine stave notation crotchet, quaver, minim, rest, semi breve groove, hook, riff, solo, body percussion • Computing: Accumulation, Mode, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, operation, range • PSHE: prescribed legal illegal substances migration multi-culturalism • PE: Flexibility, Tension, extension • RE: lent, temptation desert, Ash Wednesday, Judas, betrayal, road to Emmaus
English	Narrative Survival story • I can select the features appropriate to text type • I can draw on reading and research to plan • I can use a range of cohesive devices in my writing • I can use a range of punctuation including semi colons in my writing • I can assess the effectiveness and edit my own and other`s writing • I can write legibly and with increasing speed Non chronological report- Survival guide • 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 modal verbs to advise and inform • I can use a range of subordinate clauses • I can use parenthesis to add extra information • I can assess the effectiveness and edit my own and other`s writing • I can write legibly and with increasing fluency	Commentary • 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 select vocabulary, language and grammatical structures that reflect the level of formality e.g., bias and sensational language • I can perform my own composition including intonation and volume Biography / Formal Letter • 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 cohesive devices • I can use a semi colon between two main clauses

Year 6 Curriculum Overview

Reading	**Whole Class Reading** Survivors Linked Text- Bear Grylls Survival guide **Fluency:** Various SATS papers	**Whole Class Reading** Darwin and Hooker **Fluency:** Various SATS papers
Maths	**Decimals** • Adding decimals • Subtracting decimals • Multiplying decimals • Dividing decimals • Fractions as decimals • Decimals as fractions • Fractions/decimals **Percentages** • Percentages of amounts **Shape/Position and translation** • Properties of 3d shapes • Angles • Triangles • Plot coordinates in the 1st quadrant • Plot coordinates in all four quadrants • Reflection of shapes • Translation of shapes • Area and perimeter	**Statistics** • Line graphs • Pie charts • **Ratio** • **Scale factors** **REVISION**
Science	**Electricity** **Big question:** **What affects a circuit?** **Knowledge** • I know that the number and voltage of cells (batteries) used in a circuit will affect the brightness of a lamp or the volume of a buzzer in the circuit • I can use recognised symbols when representing a simple circuit in a diagram • I can 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 Skills • I can use test results to make predictions to set up further comparative and fair tests	**Evolution and inheritance** **Big Question:** **Why have living things changed over time?** **Knowledge** • I know that living things have changed over time • I know that fossils provide information about living things that inhabited the Earth millions of years ago • I know that that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Skills • I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • I can identify and explain patterns seen in the natural environment. • I can identify validity of conclusion and required improvement to methodology. • I can discuss how scientific ideas develop over time. • I can identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion.

Year 6 Curriculum Overview

Geography	**Big question** **What are the challenges and solutions to surviving in a mountain environment?** **Place knowledge** • I have knowledge I can share of countries across the world. • **Locational knowledge** I can explain how the location of a country affects its geography using terms such as longitude, latitude, biome and climate. • **Physical geography** I can describe and understand key aspects of physical geography including mountains. • I can describe how locations around the world are changing and explain some of the reasons for change. **Skills:** **Mapping skills** • 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).	**Trade and Economics** **Big question:** **What is the UK's relationship with trade – past and present?** **How has trade become global?** **Knowledge:** **Locational knowledge** • To name and locate many countries within Europe. • To name capital cities and cities with large populations around the world. • **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 **Skills:** **Mapping skills** • 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). **Being a geographer** • 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	**Printing** **Big question** **Why should we all be represented in Art? Is it the same for all art forms, books, dance, drama?** **Knowledge** **Artist – Sonia Boyce** • Influence on Art world through race, gender and feminism **Mountain Printing** • A variety of materials can be used to create printing art and develop their use of these. • UKS experimenting with monoprints between two layers of paper. • Different types of paper have different properties that will vary the effect of the paint • UKS plan and predict the effect of being pressed on the outcome) **Skills** **Printing** • I can use three colour inks printing (paler shade first)	**BIG QUESTION** **How do I design a fabric product for a specific audience?** **Technical knowledge** • How more complex electrical circuits and components can be used to create functional products. • How to program a computer to monitor changes in the environment and control their products. **Research** • Evaluate existing products for progression and application of technical knowledge to find out • Work in groups to develop their own design criteria and use these to inform their plans and design ideas. • Describe the purpose of their products. • Collect information from groups and individuals about adaptions 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 **Design** • Share and improve ideas through group and class discussion. • Generate innovative ideas using recyclable materials, drawing on research. **Plan** • Produce appropriate lists of tools, equipment and materials that they need. • Use knowledge of disability to modify product designs for specific purposes

Year 6 Curriculum Overview

	• I can design and create a motif turn into printing • I can describe techniques and processes • I can use sketchbooks to collect and record visual information from different sources. • I can record textile explorations and experimentations as well as try out ideas **Moving on to:** • I can make a design and explore in arranging, ordering, repeating and overlaying patterns • I can explore using pen, ink or other medium	**Make** • Accurately measure, mark out, cut and shape materials and components. Using previously learned and practised skills, accurately assemble, join and combine materials and components. **Evaluate** • Discuss, test and try the product, rating its adaption to disabilities scale of 1 – 10, giving reasons why **Skill development in:** • Screwing, sanding, team work constructing, testing, function evaluation **Tools** • Sandpaper, glue gun, clamp, junior hacksaw, vice
Computing	**Variables in games** **BIG QUESTION: What are variables?** **Knowledge** Exploring variables when designing and coding a game **Skills** **Design, write and debug** • I can 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; 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 • I can use technology safely, respectfully and responsibly • I can recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact	**Introduction to spreadsheets** **BIG QUESTION:** **How do spreadsheets save us time?** **Skills:** • 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/RSE	**Mental Health & Wellbeing** **BIG QUESTION: What is depression?** **B&H PSHE Team Mental Health & Wellbeing Lessons** Exploration of mental health and emotions; including depression and anxiety, coping strategies and when to get help. **Skills** **Mental Health & Wellbeing** I can clarify the concepts: mental health and well-being. I can tell you some suggestions to grow a sense of well-being. I can tell you some ideas for managing a healthy balance of screen time and non-screen time. I can tell you about how people experience mental health. I can begin to tell you about depression. I can begin to tell you about anxiety.	Growing an Anti-Racist School **BIG QUESTION: What positive language can I use to ensure I treat everyone fairly and equally?** Focus on Identity and belonging – exploring race and ethnicity – challenging prejudice. All different, **all equal** Including hair, skin, eyes, languages, families and food. Use language carefully to describe each other: so that no one ever feels put down for the colour of their skin; that all skin colours are beautiful and one colour of skin is not better than another. Develop positive language to describe each other's skin tone. **Drugs &Alcohol Education- B&H PSHE Team Keeping Healthy & safe-** **BIG QUESTION: How can drugs, alcohol and tobacco affect a young person's growing brain?**

Year 6 Curriculum Overview

	I can tell you some suggestions for reducing and managing anxiety. I can tell you about the 5 ways to Well-Being. I can begin to tell you about the science of gratitude. I can tell you what I am grateful for. I can use my breathing to feel calmer and more relaxed. I can tell you where I can get help. **Online Safety** I am aware of the risks of going online. I know what a positive digital footprint is and I can start to build one. I know how to keep my private information private. I know how to behave online. I understand how to be a critical consumer. I am aware of what types of online scams there are and what 'phishing' means. I know when to switch off. I know how I can get help. **LGBT equality education** I understand what the letters LGBT+ stand for. I know the history and reasons that Pride marches and celebrations happen in Brighton and Hove, across the UK and in some countries across the world. I know what the Rainbow flag stands for.	Choose healthier everyday habits. Healthy/unhealthy Safe choice/ riskier choice Legal & illegal drugs, peer pressure and getting help. Understanding of what **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.
Music	**Big question: What is a variation on a theme?** **Knowledge:** To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. (Texture) To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way (Structure) Skills <u>Listening</u> I can refine and improve my work and suggest improvements for others <u>Singing and playing</u> I can use effective use of tempo at the end of a song <u>Composing</u> I can recall the most memorable rhythms in a piece of music, play them and add to them <u>Performing</u> I can experiment with adding and taking away instruments in a piece for effect <u>Transcribing and using symbols</u> I can follow dynamics and tempo on a stave	**Big question: What is staff notation?** To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. (Notation) Skills <u>Listening</u> I can talk about what I hear using musical vocabulary <u>Singing and playing</u> I can perform a range of songs from memory I can read and play from notation a four-bar phrase <u>Composing</u> I can read, play and create short rhythmic phrases e.g., Treasure map game <u>Transcribing and using symbols</u> I can follow a rhythmic pattern using crotchets, quavers, crotchet rests, minims and semi-breves

Year 6 Curriculum Overview

RE	**Big question** What happens on the pilgrimages of Hajj and Jerusalem and why are they so important to believers? **Knowledge** • To know and give examples of what it means to belong to a community. • To explain the Five pillars and Islam and give examples how this belief impacts on the believer. • To explain in greater the depth the fifth pillar of Islam 'Hajj', to know the different stages of Hajj and to reflect on how a believer may feel at the different stages of the pilgrimage. • To know and be able to explain the Christian pilgrimage to Jerusalem. • To be able to explain in greater depth what happened to Jesus at the Garden of Gethsemane, The church of the Holy Sepulchre and the Via Dolorosa • To reflect on how a believer may feel at the different stages of the pilgrimage. • To reflect on their own intentions in their lives and be able to compare their 5 reflect ions to that of the five pillars **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' I can connect my own reflections and views to the religions and beliefs I study, developing insights'	**Big question** How is Jesus' life relevant today? How do Christian's remember Jesus at Easter? • **Knowledge** • To reflect on what 'inspirational' means and what it means to feel inspired. • To examine a piece of artwork called, 'feeding the five thousand' be able to make comparisons with the biblical story. • To reflect on 4 different artist images of Jesus. • To be able to discuss how and why the artist depicted Jesus in this way. • To reflect on an image of the Crucifixion, be able to name the groups of people at the crucifixion and reflect on the gospel of John and Marks version of events. • To express their own ideas about Jesus as an inspiration and reflect on who they are inspired by, giving clear examples **Skills** • I can connect their own reflections and views to the religions and beliefs they study, developing insights' • I can explain and give meanings for core texts and beliefs, comparing different ideas' study, developing insights'
PE and Sport	**Tag Rugby** **Big question: How can we work as a team to improve our game play?** Know / Understand: • How to run and pass backwards with increasing accuracy • How to work as a team to keep possession and score a try • How to defend in a line • How to attack as a diamond **Skills:** • Tagging the opposition • Running and passing accurately • Principles of defense • Pop pass • The 'magic diamond' • Use simple skills to keep possession **Fitness Circuits** **Big question Why is it important to set targets and to push yourself when exercising?** Know / Understand: • How exercise effects the body and what the benefits are of regular exercise • What core strength is • How you know when you are working at maximum effort • How to work collaboratively and set goals • How to record data • How to improve in different exercises **Skills:** • Understand and explain effect of exercise on the body	**Tennis** **Big question: What are the rules of tennis and how can I improve my game tactics?** Know / Understand: • How to work with a partner in a game of doubles • All the rules of tennis and the scoring system • How to work in pairs on tactics in doubles play **Skills:** • Communicate with each other in doubles games • Backhand shot • Lob shot • Rules and scoring • Positioning in doubles play • Work in pairs to develop tactics in game play **Gymnastics** **Big question How can we use larger apparatus in a sequence of moves?** Know / Understand: • How to jump mount and dismount from different apparatus safely • How to do a canon or unison sequence • How to use both apparatus and the floor in a longer sequence **Skills:** • Flight onto high apparatus (preparation for vaulting)

Year 6 Curriculum Overview

	• Work in pairs to follow fitness circuit performing exercises with maximum effort • Work in pairs to record data on fitness circuit • Recognise areas of strength in fitness • Recognise areas for improvement in fitness • Understand role of heart, lungs and pulse rate during exercise	• Dismounting from high apparatus • Use canon in sequences • Include equipment in sequences • Use unison skills • Create a six-element sequence