


Year 6 Curriculum Overview

|  | Summer Term | |
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| | 1 | 2 |
| | Invaders and Settlers | Moving on... |
| Experiences/Visitors | SATS | <ul style="list-style-type: none"> Brighton College Stem Day Silver box Multi Media Company Odeon Film Screening Volleyball @ Yellowave Sports Day Transition visits from Secondary Schools |
| 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, legal, legislation, migration, century, settlement religion, artefact evidence, raiders, society 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: determined, conscience, neighbour, recommend, relevant, variety, sufficient, category, amateur 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 | <p>Settings -Narrative</p> <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 <p>Myth- narrative</p> <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 use a range of punctuation correctly e.g., inverted commas for speech | <ul style="list-style-type: none"> Balanced argument / discussion <p>Explanation Text</p> <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 select vocabulary, language and grammatical structures that reflect the level of formality e.g bias and sensational language <ul style="list-style-type: none"> Transition writing for Secondary Schools based on Happy Here <ul style="list-style-type: none"> I can identify a range of organisational and presentational devices to structure different |

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| | <ul style="list-style-type: none"> I can use dialogue to move the story on 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 | <p>text types</p> <ul style="list-style-type: none"> 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 |
| Reading | <p>Whole Class Reading <u>Beowulf</u> Linked Text- Non-Fiction: Everything Anglo Saxon Fluency: Short Story: There is Room for One More</p> | <p>Whole Class Reading <u>Anglo Saxon Boy</u> Fluency: Prologue-The Room from Nowhere Transition text: Happy Here</p> |
| Maths | <p>REVISION</p> | <p>Bakery Project:</p> <p>Addition Subtraction Multiplication Division Ratio Scale Money Area Volume</p> <p>Travelling project: Statistics- line graphs</p> |
| Science | <p>Animals including humans</p> <p>Big Question: What does the heart do and how can we take care of it? Knowledge:</p> <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 <p>Skills:</p> <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. I can base my predictions on findings from previous investigations | <p>Living things and their habitats</p> <p>Big Question: How and why do we classify things in science? Knowledge:</p> <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 <p>Skills:</p> <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 |

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| | <ul style="list-style-type: none"> • 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. | |
| History / Geography | <p>Invaders and Settlers Big question: Where did the Vikings and Anglo Saxons come from? Knowledge 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: 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. • I can use evidence to build up a picture of a past event | <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. |
| 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. • 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. | <p>Enterprise Project Big Question: How can I design, make and market a product that other children would like to purchase?</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • I can explain what enterprise means and identify the qualities of a successful entrepreneur. • I can understand how products are designed to meet the needs of a target audience. • I can identify the features of successful products and explain why they appeal to customers. • I can create and manage a budget when designing and making a product. • I can select appropriate materials and tools for my product. |

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- 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

- I can explain how marketing influences customers' choices.
- I can understand the importance of sustainability and cost when making design decisions.
- I can work safely when using tools, equipment and materials.

Skills:

Research

- I can investigate existing products and identify their strengths and weaknesses.
- I can carry out market research to find out what customers want.
- I can gather information from a range of sources.
- I can identify a target audience for my product.
- I can use research to inform my design ideas.
- I can work collaboratively to discuss and share ideas.

Design

- I can generate a range of creative ideas for a product.
- I can sketch and annotate my ideas clearly.
- I can explain how my design meets the needs of my target audience.
- I can select the best idea using feedback and discussion.
- I can consider cost, appearance, function and sustainability when designing.
- I can adapt and improve my ideas as my project develops.

Plan

- I can create a clear plan for making my product.
- I can organise tasks and share responsibilities within my group.
- I can create and manage a budget for materials and resources.
- I can identify the tools and materials I will need.
- I can estimate costs and make decisions based on value for money.

Make

- I can use tools and equipment safely and accurately.
- I can measure, mark, cut and assemble materials carefully.
- I can follow my plan to create a high-quality product.
- I can solve problems and make improvements as I work.
- I can work cooperatively and support others in my group.
- I can produce a finished product that is functional and appealing to customers.

Evaluate

- I can gather and respond to feedback from customers and peers.
- I can evaluate how effectively my group worked together.
- I can explain whether I stayed within my budget and why.
- I can suggest improvements to my product and enterprise idea for the future.

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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 <i>B&H PSHE team Loss & Bereavement Lessons</i> 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>Protective Behaviours <i>B&H PSHE Team Feeling Good Feeling Safe</i> 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>Skills</p> <p>Relationships</p> <p>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</p> <p>I can tell you that I have a right to feel safe. I can say when I feel safe and unsafe. 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</p> | <p>Relationships, Sex & Health Education <i>B&H PSHE team RSE lessons</i> BIG QUESTION: How can I stay safe online?</p> <p>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</p> <p>Growing body confidence</p> <p>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!</p> <p>Staying safe online</p> <p>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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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

Changes & Moving Forward (SEAL)

Moving On- coping with a change of school

Recognise feelings linked to change and transition.

Coping strategies

Going for goals (SEAL)

Working toward long term goals, careers and aspirations, taking the first steps

First aid...

St John's Ambulance pathway. Choking.
(BEEM resources)

1 Decision resources.

Skills

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.

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| | | <p>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 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 you about how human babies are born. I can tell you where I can get help. 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> |
| <p>Music</p> | <p>Big question: Does music have any social power?</p> <p>Knowledge To understand that music can have a purpose as propaganda and as social cohesion in a war effort.</p> <p>Skills 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>Big question: When is it good to be silent?</p> <p>Knowledge To understand that using beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p> <p>Skills 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> |

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| | <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 | <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: What do religions say to us when life gets hard?</p> <p>Knowledge:</p> <p>To know what are the big questions about life, death, suffering, and what matters most in life. To know how religion helps people when things are tough. To explore the question: What happens when you die? To consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. To have time to reflect on own ideas, concerns and possibly worries about death and the idea of life beyond.</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> |
| MFL - Spanish | <p>Knowledge:</p> <p>I can say where I live and talk about my home including rooms I can talk about my favourite and least favourite school subjects I can talk about what I like doing at the weekend I can name the seasons and different types of weather</p> <p>Skills:</p> <p>I can use oral and listening skills to repeat back words and phrases I can make grammar connections between English and Spanish I can spot familiar and unfamiliar vocabulary</p> | <p>Knowledge:</p> <p>I can talk about healthy lifestyles I can talk about which sports I like and dislike I can talk about my favourite ice-cream flavours I can talk about my favourite animals</p> <p>Skills:</p> <p>I can use oral and listening skills to repeat back words and phrases I can match pictures to words and phrases I can spot familiar and unfamiliar vocabulary</p> |

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PE and Sport

Cricket

Big question: What are the tactics for playing cricket when batting, bowling and fielding?

Know / Understand:

- 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

Skills:

- 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

OAA

Big question: What skills do you need to work well in OAA?

Know / Understand:

Skills:

- 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

Handball

Big question: What are the basic rules and tactics for handball?

Know / Understand:

- 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

Skills:

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

Athletics

Big question: How can I improve my running, jumping and throwing for speed and distance?

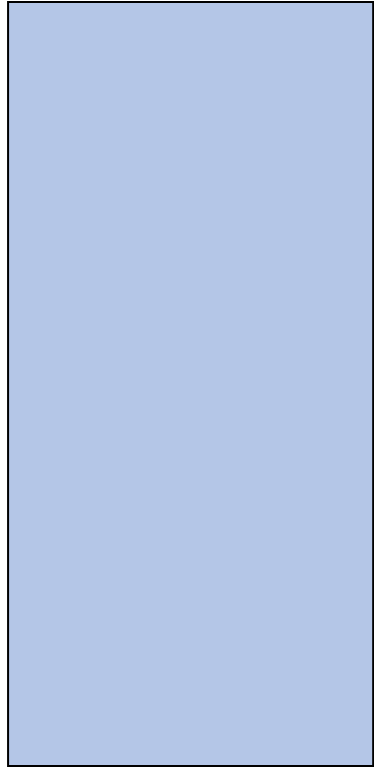
Know / Understand:

- 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

Skills:

- 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