
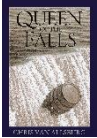


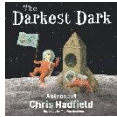

















## Curriculum Overview

### Year 6 – Route B

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<i>Why should we remember the Maya?</i>	<i>Where should we go on holiday?</i>	<i>What did the Greeks do for us?</i>	<i>How is our county changing?</i>	<i>Did WWI or WWII have the biggest impact on our locality?</i>	<i>Are we damaging our world?</i>
<b>English</b> 	<b>Queen of the Falls</b> Diary 	<b>Can We Save the Tiger</b> Hybrid Information, Explanation, and Persuasion, Narrative 	<b>The Selfish Giant</b> Narrative Non Chronological 	<b>The Darkest Dark</b> Biography 	<b>Paperbag Prince</b> Hybrid Persuasive Information/Explanation Leaflet 	<b>Sky Chasers</b> Autobiography 
<b>Maths</b> 	Place Value Addition and Subtraction Multiplication and Division Fractions Measurement		Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics		Shape Position and Direction Themed projects, consolidation and problem solving	
<b>RE</b> 	Creation CAFOD: Stewardship Buddhism - stewardship	God's Covenants Hindu - Dharma	Inspirational People Ghandi, Malala Yousafazi, Kailash Satyarthi,	Reconciliation	Life in the Risen Christ	Other Faiths Judaism, Islam, Sikhism, Buddhism,
<b>Science</b> 	Y6 Light and sight	Y5 Separating mixtures	Y5 Forces	Y6 Classifying Living Things	Y5 Earth and Space	
<b>Computing</b> 	Y6: Digital Literacy/E-Safety – It's cool to be kind. Looking at cyber bullying and online interactions.	Y5: Computer Science - Catch the Dots Maya Game.	Y5: Computer Science – To plan and create an interactive game or animation based on North America.	Y6: Information Technology – Digital Journey – children to create and upload their own VR Google Expedition of their journey through North America.	Y6: Computer Science – Scratch Maths – Building with Numbers. Using variables, inputs/outputs.	Y6: Information Technology – End of year animation. Children to plan, write and produce an end of year video, stop-motion or flip-book including soundtrack composed by them.
<b>PE</b> 	Rugby Dance	Football Netball	Hockey OAA	Dodgeball Gymnastics	Striking and Fielding (Rounders/Cricket) Athletics	Net and Wall (Tennis/Volleyball) Swimming Athletics

<p><b>Geography</b></p> 		<p>Focusing on diverse Alpine regions, children will use maps to focus on countries, cities and regions in Europe. They will be taught to understand a region of another European country. They will be taught to understand some of the physical and human processes that shape a region.</p>		<p>Focusing on our local areas, children will name and locate counties and cities of the UK. They will also identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Children will also understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p>		<p>In this unit the children will focus on the damage to the environment and what can be done to fix it. They will describe and understand key aspects of the distribution of natural resources including energy, minerals and water. Children will use maps, atlases and globes to locate countries and describe features studied.</p>
<p><b>History</b></p> 	<p>In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. They will establish clear narratives within and across periods they study. They will also regularly address historically valid questions about similarity and difference and significance.</p>		<p>In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. The children will develop the use of historical terms and address and devise historically valid questions. They will understand how our knowledge of the past is constructed from a range of sources.</p>		<p>In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. The children will develop a chronologically secure knowledge and understanding of British, local and world history. They will also address and devise historically valid questions about change, cause and significance.</p>	
<p><b>Music</b></p> 	<p><b>Hey, Mr Miller</b> Swing music, Syncopation Big band, Scat singing, Historical context WWII</p>	<p><b>Shadows</b> Artist and their influences, Musical comparisons, Shadows by Lindsay Sterling <b>Composing for protest!</b> To create music inspired by Ethel Smyth and a picture of the suffragettes, Composing using a non-musical stimulus, Lyrics, Melody, Steady beat, Tempo, Ostinato, Coda</p>	<p><b>Dona nobis pacem</b> 3-part round/polyphonic texture), ¾ time, church music in Latin</p>	<p><b>Ain't gonna let nobody</b> Civil rights movement, Spiritual, gospel, RnB, choral Vocal improvisation, Chords C minor and G7</p>	<p><b>Ame sau vala tara bal</b> Indian music, Raag Bhairavi Chaal rhythm, Indian musical instruments, Indian musical styles: Bhangra, Bollywood, Indian, Classical</p>	<p><b>Nobody knows (The Lumineers)</b> Songwriting, Chords, Writing lyrics on theme of 'leavers'</p>

<b>Art</b> 		<b>Photography</b> <u>Artist Study</u> - David Hockney Investigate Hockney and his work, create a piece of artwork using photograph in his style of the local area		<b>Drawing</b> <u>Artist Study</u> – Giacometti - Self-portrait's children can use charcoal and more detail. Discuss effect.	<b>Printing</b> Create posters to promote rationing and the war effort	
<b>Design and Technology</b> 	<b>Design, make and evaluate: Weaving</b> Research and design how Mayan's used weavings and textiles. Learn how to weave on a loom. Return to the weaving over time so skills are practised and developed. Apply skills and learning to create a weaving using recyclable materials. (Bike wheels, baskets, colanders) <b>Create own Mayan weaving selecting from a wide range of textiles.</b>		<b>Design, make and evaluate: Foods</b> Evaluate and investigate a range of existing products. Understand and apply the principles of a healthy and varied diet. Understand the source, seasonality and characteristics of a broad range of ingredients. <b>Cook a repertoire of savoury Greek food</b>			<b>Design, make and evaluate: Invention</b> Research a range of different lamps, including ones with levers. Investigate how they work. Design your own reading lamp, using a lever and a switch and bulb. Apply their understanding of computing to programme, monitor and control their products. <b>Create your own reading lamp, using a lever and a switch and bulb</b>
<b>MFL</b> 	<b>School Superheroes</b> School subjects Calendar Opinions/feelings Time; o'clocks and daily routine Asking and answering a like and dislike Following a story and exploring more detailed text Exploration of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person singular and verbs	<b>Stepping into a New World</b> Nouns and adjectives House nouns Descriptive sentences using nouns and adjectives Numbers to 100 Dialogues to buy items and tickets Describing a place	<b>Making food that is fit and healthy</b> Fruits and vegetables and recipes Instructional text Make a healthy lunch box Write, read aloud and perform "masterchef" recipes Speaking and writing creative sentences	<b>It's Me!</b> Clothes nouns and use of adjectives to describe clothes Reading and speaking descriptive sentences – fancy dress Finding out about favourite things Speaking and writing descriptive sentences – presentation "all about me"	<b>A meal in Outer Space</b> Café's Dialogues Asking and answering questions Investigating information about foods in short texts Designing out of this world meals and menus Understanding, remembering, recalling and performing a sketch	<b>Summer Sports Day</b> Sports nouns and opinions Exploring the present tense of the verb "to play" Exploring text to understand and re-use language Speaking and writing extended sentences Performing to an audience
<b>RSE/PSHE</b> 	UKS2.1.1 Kester's Adventures – Made to Grow	UKS2.1.2.1 Gifts and Talents UKS2.1.2.2 Girls' Bodies UKS2.1.2.3 Boys' Bodies UKS2.1.2.4 Spots and Sleep	UKS2.1.3.1 Body Image UKS2.1.3.2 Funny Feelings UKS2.1.3.3 Emotional Changes UKS2.1.3.4 Seeing Stuff Online	UKS2.1.4.1 Making Babies (Part 1) UKS2.1.4.3 Menstruation		UKS2.3.1.1 Trinity House UKS2.3.2.1 Reaching Out
<b>P4C</b> 	<b>Begin recording own enquiry</b> Evaluating the 4C's progress Identifying and recording the progress of an enquiry. Justify reasons with evidence and examples Can set own stimulus Can weigh up reasons for agreeing/disagreeing Can think of different answers for the same question			<b>Explaining reasoning and investigating further questions</b> Using the question technique to identify concepts, assumptions and interpretations. Refining the P4C question as a class. Begins to review process and how it can be improved Explaining reasoning and investigating further questions Can give other points of view Can push for decisions about what they think		<b>Planning own enquiry</b> Interrogating an idea more deeply. Being able to self - reflect and review whole class progress. Pupils facilitating the enquiry. Reviewing and evaluating P4C Can change and improve their own thinking