
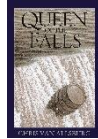

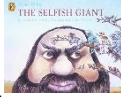
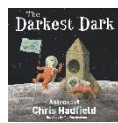













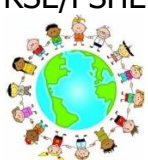



Curriculum Overview

Year 6 – Route B

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English 	Queen of the Falls Diary 	Can We Save the Tiger Hybrid Information, Explanation, and Persuasion, Narrative 	The Selfish Giant Narrative Non Chronological 	The Darkest Dark Biography 	Paperbag Prince Hybrid Persuasive Information/Explanation Leaflet 	Sky Chasers Autobiography 
Maths 	Place Value Addition and Subtraction Multiplication and Division Statistics		Fractions Decimals Ratio and Proportion Algebra Percentages Shape		Shape Position and Direction Measurement including decimals Area, Perimeter and Volume Ratio and Proportion Themed projects, consolidation and problem solving	
RE 	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue and Encounter
Science 	Y6 Light and sight	Y5 Separating mixtures	Y5 Forces	Y6 Classifying Living Things	Y5 Earth and Space	
Computing 	Y6: Digital Literacy/E-Safety - 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	Y6: Information Technology – Digital Journey	Y6: Computer Science – Scratch Maths – Building with Numbers. Using variables, inputs/outputs.	Y6: Information Technology – End of year animation.
PE 	Rugby Dance	Football Netball	Hockey OAA	Dodgeball Gymnastics	Striking and Fielding (Rounders/Cricket) Athletics	Net and Wall (Tennis/Volleyball) Swimming Athletics
Geography 		Study of the Alpine Region <i>Where should we go on holiday?</i>		Changes in our Local Environment <i>How is our county changing?</i>		Protecting the Environment <i>Are we damaging our world?</i>
History 	Mayans <i>Why should we remember the Maya?</i>		Ancient Greeks <i>What did the Greeks do for us?</i>		The Impact of War <i>Did WWI or WWII have the biggest impact on our locality?</i>	

 <p>Music</p>	<p>Hey, Mr Miller Swing music, Syncopation Big band, Scat singing, Historical context WWII</p>	<p>Shadows Artist and their influences, Musical comparisons, Shadows by Lindsay Sterling Composing for protest! To create music inspired by Ethel Smyth</p>	<p>Dona nobis pacem 3-part round/polyphonic texture), ¾ time, church music in Latin</p>	<p>Ain't gonna let nobody Civil rights movement, Spiritual, gospel, RnB, choral Vocal improvisation, Chords C minor and G7</p>	<p>Ame sau vala tara bal Indian music, Raag Bhairavi Chaal rhythm, Indian musical instruments</p>	<p>Nobody knows (The Lumineers) Songwriting, Chords, Writing lyrics on theme of 'leavers'</p>
 <p>Art</p>		<p>Photography Artist – David Hockney</p>		<p>Drawing Artist - Giacometti</p>	<p>Printing Posters based on War propaganda</p>	
 <p>Design and Technology</p>	<p>Design, Make and Evaluate Mayan Weaving</p>		<p>Design, Make and Evaluate Greek Cooking</p>			<p>Design, Make and Evaluate Electrical – creation of a reading lamp</p>
 <p>MFL</p>	<p>My Everyday Life</p>	<p>Homes and Houses</p>	<p>Playing and Enjoying Sport</p>	<p>Funfair Favourites</p>	<p>Café Culture</p>	<p>Performance Time</p>
 <p>RSE/PSHE</p>	<p>2.4.4: Giving assistance (First Aid) 2.2.4 Build others up.</p>	<p>1.2.1 Gifts and Talents 1.2.2 Girls' Bodies 1.2.3 Boys' Bodies 1.2.4 Spots and Sleep</p>	<p>UKS2.1.3.1 Body Image UKS2.1.3.2 Peculiar Feelings UKS2.1.3.3 Emotional Changes UKS2.1.3.4 Seeing Stuff Online</p>	<p>UKS2.1.4.1 Making Babies (Part 1) UKS2.1.4.2 Making Babies (Part 2) UKS2.1.4.3 Menstruation</p>	<p>2.4.2 Impacted lifestyles 2.4.3 Making good choices</p>	<p>UKS2.3.2.1 Reaching Out</p>
 <p>P4C</p>	<p>Begin recording own enquiry 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</p>		<p>Explaining reasoning and investigating further questions 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</p>		<p>Planning own enquiry 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</p>	

Additional information can be found on subject long term plans