





Year 6 Curriculum Overview - New National Curriculum

Teacher: Mrs Zara Ali

Year 6	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Literacy</u></p> 	<p>Poetry Unit - Powerful Language</p> <p>Live Unit Plays- Shakespeare</p>	<p>Non-fiction and personal writing</p> <p>Journalistic writing Report</p>	<p>Argumentative writing</p> <p>Persuasive writing</p> <p>Journalistic writing</p>	<p>Argumentative unit</p> <p>Persuasive and formal</p> <p>Informational</p> <p>Debate</p> <p>Persuasive writing</p>	<p>Story writing</p> <p>Persuasive and formal</p> <p>Informational</p> <p>Narrative leaflet</p>	<p>Non-fiction writing</p> <p>Literature study</p>
<p><u>Numeracy</u></p> 	<p>Number and place value</p> <p>Addition, subtraction, multiplication and division</p> <p>Number: Fractions (including decimals and percentages)</p> <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurement</p> <p>Properties of shape</p> <p>Position and direction</p> <p>Statistics</p>	<p>Number and place value</p> <p>Addition, subtraction, multiplication and division</p> <p>Number: Fractions (including decimals and percentages)</p> <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurement</p> <p>Properties of shape</p> <p>Position and direction</p> <p>Statistics</p>	<p><u>Number and place value</u></p> <p><u>Addition, subtraction, multiplication and division</u></p> <p><u>Number: Fractions (including decimals and percentages)</u></p> <p><u>Ratio and proportion</u></p> <p><u>Algebra</u></p> <p><u>Measurement</u></p> <p><u>Properties of shape</u></p> <p><u>Position and direction</u></p> <p><u>Statistics</u></p>	<p>Number and place value</p> <p>Addition, subtraction, multiplication and division</p> <p>Number: Fractions (including decimals and percentages)</p> <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurement</p> <p>Properties of shape</p> <p>Position and direction</p> <p>Statistics</p>	<p>Number and place value</p> <p>Addition, subtraction, multiplication and division</p> <p>Number: Fractions (including decimals and percentages)</p> <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurement</p> <p>Properties of shape</p> <p>Position and direction</p> <p>Statistics</p>	<p>Number and place value</p> <p>Addition, subtraction, multiplication and division</p> <p>Number: Fractions (including decimals and percentages)</p> <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurement</p> <p>Properties of shape</p> <p>Position and direction</p> <p>Statistics</p>
<p><u>Science</u></p> 	<p><u>Animals inc Humans – Human Circulatory System</u></p> <p>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the 	<p><u>Classifying Organisms</u></p> <ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common 	<p><u>Light</u></p> <ul style="list-style-type: none"> To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that 	<p><u>Evolution & Inheritance 1</u></p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide 	<p><u>Evolution & Inheritance 2</u></p> <ul style="list-style-type: none"> To recognise that living things produce offspring of the same kind, but normally offspring vary

	<p>and blood <u>Health</u></p> <ul style="list-style-type: none"> To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	<p>on/off position of switches</p> <ul style="list-style-type: none"> To associate the brightness of a lamp or the volume of buzzer with the number and voltage of cells used in the circuit To use recognized symbols when representing a simple circuit in a diagram 	<p>observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> To give reasons for classifying plants and animals based on specific characteristics. 	<p>objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p>	<p>information about living things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none"> To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways 	<p>and are not identical to their parents</p> <ul style="list-style-type: none"> To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution To recognise that living things have changed over time
<p><u>Geography</u></p> 	<p><u>The British Empire</u> Curriculum objective: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> Examine the vast expanse of the British Empire and to find countries and continents on a map as they discover which countries were part of the British Empire during the Victorian era. 		<p><u>The mountain environment</u> Can I identify where mountains are situated on the world map? Can I use an atlas/ict to find mountain ranges in Europe? Can I locate the main mountain areas of the UK? Can I use grid references and identify physical and human features of part of the Lake District?</p>	<p><u>Ancient Greece</u> Curriculum objectives: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> Explore the physical Geography of modern Greece, looking at aspects such as size, location, landscape, rivers, mountains, and climate. Look at the population and culture of Greece today and allows children to use a variety of different sources to find out about areas such as food, music, clothes and leisure. 		

History



The Victorians

Curriculum objective:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- A look at Britain's longest reigning monarch and key events in her life.
- Discover the reasons Britain became the leader in trade and industry. Discuss the Industrial Revolution and the positive and negative effects of the move from rural to urban life on the ordinary people of Britain.
- Victorian health, medicine and disease and key persons involved in medical advances.
- Victorian inventions and their impact on everyday life.

Kingdom of Benin

Explore the Benin

civilization

Consider its achievements and the way society was organised.
Study artefacts and evidence of what remains of this civilization.

- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world

Computing

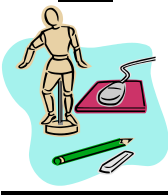


Scratch Animated Stories

Use search technologies effectively
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

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

DT



Design, create and evaluate a puppet

(cross-curricular Victorian topic)
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Critically analyse their product.

Designing, making and evaluating a model of the Parthenon

– Studying the Parthenon and its design - Exploring ways of strengthening materials - Using a variety of materials and techniques to design. make and evaluate a model of the Parthenon .

<p style="text-align: center;"><u>Art</u></p> 	<p><u>Victorian Arts and Craft</u></p> <p>Explore the work of William Morris. Children designing their own wall paper designs.</p> <p>Decoupage - children create either a modern or Victorian decoupage artwork.</p>			<p><u>Optical Illusions</u></p> <p>Looking at visual art that uses optical illusions. Children work in the style of Bridgett Reilly.</p>	<p><u>Create sketch books</u></p> <p>Children to record their observations and use them to review and revisit ideas.</p> <p>How to use sketch books and create art work inspired by Hundertwasser-.</p>	
<p style="text-align: center;"><u>RE</u></p> 	<p><u>Quaker movement</u></p> <p>Beliefs and practices and their impact on Victorian society. Prominent Quakers in the Victorian era Cadbury family focus.</p>		<p><u>Faith in the community – working with pupils from other faiths</u></p>	<p><u>Places of worship</u></p>	<p><u>Faith in the community – working with pupils from other faiths</u></p>	
<p style="text-align: center;"><u>PSHE</u></p> 	<p><u>Good to be me and Relationships</u></p>	<p><u>Bullying and Getting on and falling out</u></p>	<p><u>Rights and responsibilities</u></p>	<p><u>Drugs Education</u></p>	<p><u>SRE – Hygiene</u></p>	<p><u>Economic Well-being</u></p>
<p style="text-align: center;"><u>Music</u></p> 	<p><u>Ongoing Skills</u></p>	<p><u>Song writer</u></p>	<p><u>Who knows? Exploring musical processes</u></p>	<p><u>Quran recital</u></p>	<p style="text-align: center;"><u>Performance</u></p>	
<p style="text-align: center;"><u>P.E</u></p> 	<p><u>Ball games</u></p>	<p><u>Gymnastics</u></p>	<p><u>Volleyball</u></p>	<p><u>Athletic activities</u></p>	<p><u>Outdoor and adventurous activities</u></p>	<p><u>Outdoor and adventurous activities</u></p>