



Year 6 Curriculum Overview

| | Autumn | | Spring | | Summer | |
|------------------|---|---|--|--|--|---|
| Duration | 7.5 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7.5 weeks |
| Topic | Amazing Amazon | WW2 | WW2 | Wonderful Me | Lights. Camera. Action. | Time Flies |
| Enrichment | Modroc creations Field trip to The River Piddle | Remembrance assembly | Evacuee Day Evolution Dome visit | Visit from a fitness coach | Aspirations day | Activities week End of year performance |
| Home Learning | Produce a leaflet, model or poster about a famous river | Research an aspect of WWII of interest and create an information booklet. | Presentation about an aspect of World War II | Research an area of the human body and choose how to share this information with their audience | Research an Olympic athlete and choose how to share this information with their audience | Research countries in different time zones and chose how to share this information with their audience |
| Focus Literature | Fiction: The Explorer by Katherine Rundell Non-fiction: Journey along the Amazon by Alex Woolf | Fiction: Holes by Louis Sachar Non-fiction: The Second World War | Fiction: Goodnight, Mister Tom by Michelle Magorian | Fiction: Pig Heart Boy Malorie Blackman Non-fiction: Knowledge Encyclopaedia Human Body | Fiction: Wonder by RJ Palacio | Fiction: Stormbreaker by Anthony Horowitz |
| Literary genres | Fiction: Journey narrative Non-fiction: Explanation of a course of a river Poetry: War Poetry Free verse | Fiction: Suspense narrative Non-fiction: Non-Chronological report | Fiction: Losing tale Diary | Fiction: Flashback narrative Non-fiction: Explanation (Pandora) Discussion - (Pig-Heart Boy / School) | Fiction: Fantasy narrative Non-fiction: Persuasion letter Interview Transcript | Fiction: Narrative with focus on dialogue Non-fiction: Persuasive speech Poetry: Limericks Ode |
| Maths | Place value and four operations | Fractions, decimals and percentages | Fractions, decimals and percentages Measurement | Geometry, ratio and statistics | Algebra and consolidation of skills previously taught | Problem solving |
| Science | Light: Understanding how light travels and how we see things | Living things: Classifying into subdivisions | Evolution and inheritance | Human Body: The circulatory system | Electricity: Construct simple series circuits | N/A |

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| Geography | River features and rainforests | N/A | N/A | N/A | N/A | Time-zones, Prime and Greenwich Meridian, Map reading |
| History | N/A | WWII | WWII | N/A | N/A | N/A |
| Computing | E-safety | Programming: A journey story. | Publishing: Create a class e-book | Presenting data: Presenting multiple sets of data using Excel | Digital Imagery: Create a promotional video iMovie | Networks and Programming: Writing code to create a pet. |
| PE | Tennis | Invasion Games | Orienteering | Badminton | Athletics | Tag Rugby |
| | Gymnastics | Gymnastics | Gymnastics | Handball and leadership | | Striking and Fielding |
| Art and Design | Painting: Use of tone to paint landscapes in the style of Rousseau | N/A | Sculpture: Isamu Noguchi | Self portraits | N/A | N/A |
| Design and Technology | N/A | Textiles: Designing and making bunting | Food Technology: Prepare and make WWII dishes | N/A | Construction: Build a buggy | N/A |
| French | Days of the week and the date | Greetings – recall greetings and be able to read and write them | Describe family members in writing and write about sporting likes and dislikes | How to use a dictionary School subjects – describe likes and dislike orally and in writing | Describe hobbies/past times likes/dislikes verbally and in writing | Translate and comprehend simple written French |
| PSHE (including relationships and sex education) | Being me in my world | Celebrating difference | Dreams and goals | Healthy me | Relationships | Changes |
| Religion and Worldviews | Islam: What is the best way for a Muslim to show commitment to God? Does belief in Akhirah (life after death) help Muslims lead good lives? Christianity: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? | | Hinduism: Would visiting the River Ganges be significant to those of other faiths? What is the best way for Hindus to lead a good life? Christianity: Is anything ever eternal? | | Humanism: What do Humanists believe to be significant? What might be inspirational for a Humanist? | |
| Music | Chair Drumming | Singing | Film Music | Rap / Hip Hop | Jumbie Pans | Leavers performance songs |

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| UNCRC Articles (These rights are specific to the unit of work. The remaining articles are taught through 'article of the week'). | 13. Children have the right to find out and share information. | 14. Children have the right to have their own thoughts and beliefs, and to choose their religion with their parents' guidance. 29. Education should develop talents and abilities. 30. Children have the right to practice their own culture, language and religion. | 17. Children have the right to get information in lots of ways, as long as it is safe. 19. Children have the right to protection from being hurt or badly treated. | 29. Education should develop talents and abilities. 31. Children have the right to play and rest. | 29. Education should develop talents and abilities. 30. Children have the right to practice their own culture, language and religion. | 24. Children have the right to good quality health care, clean water and nutritious food. 31. Children have the right to play and rest. |
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