

Year 6 Curriculum Overview 2017-2018

	Autumn	Spring	Summer
English	<p><i>Dead Man's Cove</i> by Lauren St. John</p> <p><i>Back in time</i></p> <p><i>Rooftoppers</i> by Katherine Rundell</p> <p>Extracts from Harry Potter novels by J. K. Rowling</p> <p><i>Westlandia</i></p>	<p><i>Cogheart</i> by Philip Bunzl</p> <p><i>The Caravan</i></p> <p><i>The Tear Thief</i></p> <p><i>The Secret of Nightingale Wood</i> by Lucy Strange</p> <p><i>Children of Winter</i> by Berlie Doherty</p>	<p><i>Sky Hawk</i> by Gill Lewis</p> <p><i>Kidnapped!</i></p> <p><i>Farther</i></p> <p><i>Strange Star</i> by Emma Carroll</p> <p><i>Clockwork</i> by Philip Pullman</p>
Maths	<p>Written calculations – 4 operations</p> <p>Negative numbers</p> <p>Coordinates – 4 quadrants</p> <p>Translation and Reflection – 4 quadrants</p> <p>Enumeration</p> <p>2D shapes</p> <p>3D shapes</p> <p>Circles</p> <p>Place value up to 10,000,000</p> <p>Rounding</p> <p>Problem solving with addition and subtracting including multi-step</p> <p>Linear number sequences</p> <p>Multiplication</p> <p>Division</p> <p>Mean</p> <p>Factors, Multiples, Prime numbers</p> <p>Algebra</p> <p>Calculation problems</p>	<p>Fractions</p> <ul style="list-style-type: none"> - Reading and writing - Simplification - Linear number sequences - Compare and order - Negative number - Addition - Subtraction - Multiplication - Division - Decimal equivalences - Percentages <p>Proportion and ration</p> <p>Scale factor</p> <p>Powers of 10</p> <p>Measures</p> <ul style="list-style-type: none"> - Conversions (length, mass, volume) - Area 	<p>Revision of all / SATs preparation</p> <p>Greater depth of previous learning</p>

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	<p>Estimation to check answers Angles Mental Calculations</p>	<ul style="list-style-type: none"> - Perimeter - Volume <p>Pie Charts Line graphs</p>	
Science	<p>Light LT6.1 Recognise that light appears to travel in straight lines LT6.2 Use the idea light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye LT6.3 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 LT6.4 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes</p> <p>All Living Things ALT6.1 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and microorganisms ALT6.2 Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Animals, including humans AH6.1 Identify and name the main parts of the human circulatory system and explain the functions of the heart, blood vessels and blood AH6.2 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function AH6.3 Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Revision: Forces FO5.1 Explain that unsupported objects fall towards the earth because of the force of gravity acting between the Earth and falling object FO5.2 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces FO5.3 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Working Scientifically Opportunity for a block of work to develop skills in working scientifically using content from across years 5 and 6.</p>	<p>Evolution and Inheritance EV6.1 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents EV6.2 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago EV6.3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Electricity ELEC6.1 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ELEC6.2 Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ELEC6.3 Use recognised symbols when representing a simple circuit in a diagram</p>

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Computing	<p>Creating a maths game in Scratch</p> <p>Planning the creation of a mobile app (Computer networks)</p>	<p>Researching the app market</p> <p>Designing the interface of an app</p>	<p>Coding: Complex variables</p> <p>Creating a video for a mobile app</p>
History	The Plague	-	The Mayans
Geography	London	South America	-
French	<p>Classroom instructions</p> <p>Greetings</p> <p>Animals</p> <p>Grammar</p> <p>Gender</p> <p>High frequency verbs (j'ai, je suis, j'adore, je déteste, je voudrais)</p>	<p>Colours</p> <p>Saying name and age</p>	<p>Numbers 1-15</p> <p>Simple opinions</p> <p>Days of the week</p> <p>Grammar</p> <p>Voici</p> <p>Definite and indefinite articles (le,la,les,un,une)</p> <p>C'est</p>
RE	<p>Beliefs and Practices: Islam</p> <p>Christmas: Christianity</p>	<p>Beliefs and Meaning: Christianity</p> <p>Easter: Christianity</p>	Beliefs and Moral Values: Islam
Music	<p>Singing together</p> <p>Develop an understanding of the History of Music</p> <p>to listen with attention to detail music from different periods of time and from great composers and musicians. Understand how music is created- identifying inter related dimensions-</p>	<p>I.Have the opportunity to use music technology Using IT (apps and music software) to create sounds, experiment with timbres, texture and structure in music compositions</p>	<p>I.Have the opportunity to use music technology Using IT (apps and music software) to create sounds, experiment with timbres, texture and structure in music compositions</p>

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	<p>commenting on pitch, duration, dynamics, tempo, texture and structure</p> <p>Performing songs with increasing accuracy, fluency, control and expression</p>	<p>2. Have the opportunity to learn a musical instrument- Keyboard- playing as a soloist and with increasing accuracy, fluency and control. Learn to maintain 2 parts at the same time by using LH and RH separately and then together.</p> <p>Use and understand staff notation.</p>	<p>2. Have the opportunity to learn a musical instrument- Keyboard- playing as a soloist and with increasing accuracy, fluency and control. Learn to maintain 2 parts at the same time by using LH and RH separately and then together.</p> <p>Use and understand staff notation.</p>
PE	<p>Futsal Passing (all techniques) Shooting (all techniques) Control (head, chest, thigh, feet) Team work/cohesion Tactics Game Rules All learning points aim to assist in the FA schools league, national tournament events</p> <p>Tag Rugby Game Rules Passing backwards and to the side Tagging Positioning Team Work/Cohesion Tactics</p> <p>Fitness Name and function of muscles (heart, lungs) Healthy eating</p>	<p>Netball Passing / Dribbling / Shooting Team work/cohesion Game situations / Tactics Footwork</p> <p>Tennis Game rules How to hold racket Serving Forehand / Backhand Movement / Tactics</p> <p>Gymnastics Create and perform fluent sequences on the floor and using apparatus Include variations in level, speed and direction in their sequences</p> <p>Dance</p>	<p>Football Passing (all techniques) Shooting (all techniques) Control (head, chest, thigh, feet) Heading / Dribbling Attacking / Defending Positioning / Game situations Team work/cohesion Goalkeeping Tactics / Game Rules</p> <p>Basketball Passing / Dribbling / Shooting Lay ups Movement / Positioning Team work/cohesion</p> <p>Softball Game rules Striking Fielding</p>

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	<p>Skeletal structure Importance of exercise Partner work (motivational help) Learning points to assist in fitness tests</p> <p>Dodgeball Game rules Tactics Movement and agility Teamwork Throwing techniques</p>	<p>Create and perform dances using a range of movement patterns, including those from different times, places and cultures Respond to a range of stimuli and accompaniment.</p>	<p>Tactics Team work/cohesion</p> <p>Athletics Sprints Relay races Throwing skills</p>
Art	Drawing: Sketchbooks	Painting: Watercolours	3D Art & Sculpture: Designers and architects in history
DT	Buildings and Shelters Multicultural Breads in London	The Design Challenge South American dishes	Book Making Cake Making
PSHE	<p>Being me in my World Understand universal rights for children Understand that your actions affect others</p> <p>Celebrating Difference Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in either situation.</p>	<p>Dreams and Goals Describe some ways in which I can work with other people to help make the world a better place. Identify why I am motivated to do this</p> <p>Healthy Me Evaluate when alcohol is being used responsibly, antisocially or being misused</p>	<p>Relationships Recognise when people are trying to gain power or control Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>Changing Me Describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p>