

## Sparkenhoe C P School Topic Curriculum Overview Year 6

Subject	Autumn 1 7 weeks 2 days	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 6 weeks
<b>Topic</b> (History, Geography, Art, Design Technology)	<u>A Car Park Fit For a King.</u> Children will learn about life of Richard III, the Battle of Bosworth field and the history of our monarchy. <b>Focus - History</b> <b>Other subject - Art</b>	<u>Bella Italia</u> Children will learn about the geography and food of Italy. <b>Focus - Geography</b> <b>Other subject -DT (Cooking)</b>	<u>The Naïve style</u> Children will learn about the work of a variety of different artists who painted in this style and make their own pieces. <b>Focus - Art</b> <b>Other subject - History.</b>	<u>The World At War.</u> A study of WW1, the reasons for, countries involved, effects of and life during. <b>Focus - History</b> <b>Other subject - Geography</b>	<u>Buddhism and No Religion</u> Children learn about the lives and beliefs of Buddhists, offerings to monks and make some food. Also the children investigate people with no religious affiliation. <b>Focus - RE</b> <b>Other subject - DT</b>	<u>Where for art thou?</u> Children will learn about life of William Shakespeare, work on their performance of one of his plays, make props and learn about life in his time. <b>Focus - History</b> <b>Other subjects - Art / DT.</b>
<b>Science</b>	<u>All living things</u> To describe how living things are classified into groups based on specific characteristics.	<u>Electricity</u> To understand the effects of voltage and use recognised symbols when representing a simple circuit in a diagram.	<u>Light</u> To recognise that light appears to travel in straight lines, how objects are seen and how shadows are cast.	<u>Animals including humans &amp; Evolution and inheritance</u> To identify and understand parts of the circulatory system, the impact of diet, exercise, drugs and lifestyle.	<u>SATs</u>	<u>Assembly</u>
<b>PE</b>	<u>Hockey/Athletics/Gymnastics</u>		<u>Skills and fitness circuits / invasion games.</u>		<u>Athletics/field and striking games.</u>	
<b>Computing</b>	<u>Digital Literacy</u> <u>E-Safety</u> How to use technology safely, respectfully and responsibly.	<u>Information Technology</u> How to use search technologies effectively.	<u>Computer Science</u> How to design, write and debug programs.	<u>Digital Literacy</u> <u>E-Safety</u> How to identify a range of ways to report concerns about content and contact.	<u>Information Technology</u> How to select, use and combine a variety of software.	<u>Computer Science</u> How to use logical reasoning to explain how some simple algorithms work.
<b>Music</b>	<u>Improvisation</u> Pulse of 4, build ostinatos. Explore use of improvisation between structured sounds. Develop this with voice, body percussion, chair drums & tuned instruments.		<u>Voice</u> Graphic notation & standard notation composition. Pitch practice & part work. Solfa Staircase, identifying pitch.		<u>Technology</u> Using apps and computer programs to create, record and edit own work. Explore possibilities.	
<b>RE</b>	Harvest Day International Day of Peace Diwali Day	Remembrance Day Christmas Day	Holocaust Remembrance Day Interfaith World Harmony Day	Chinese New Year Easter Day Earth Day	Vaisakhi Buddha Day	Eid Day.
<b>SMSC and School Values.</b>	<u>Law and Justice</u> Where should King Richard have been buried?	<u>Laws and justice.</u> The Mafia, modern day Robins Hoods or just robbers?	<u>Personal Awareness</u> How can naivety be a bad thing?	<u>Power and Governments</u> How much power should a government have?	<u>Tolerance</u> What parts of the Buddhist's beliefs can I identify with?	
	I learn from different experiences I help and support others I am independent I am responsible I work together as a team	I am kind, tolerant and respectful I am independent I am kind, tolerant and respectful I am responsible	I am responsible	I am responsible Healthy Living Day 1	I am kind, tolerant and respectful. Healthy Living Day 2	