**Logo

Description automatically generatedDREAM Curriculum Overview 2022 - 2023**

**Year 6W**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term:** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Unit Name:** | **Conflict And Its Consequences** | **Route 66** | **Hola Mexico** |
| **Hook:** | Quiz – Opportunity to assess prior learning  What do the children want to learn about?  Video relating to make do and mend and baking | TBC | TBC |
| **Home Learning:** | Research project  Models, animations, PPT’s to share with class | TBC | TBC |
| **Showcase:** | Catwalk – Make and Do Mend Project  Come Dine with Me – Baking showcase | TBC | TBC |
| **Enrichment:** | Visit to experience WWII day  Children to dress up and live a day in WWII | TBC | London Trip |
| **Books to Enjoy!** | Letter from the Lighthouse- Emma Carroll (Fiction)  War Child- A History of Children in Conflict- Martin Parson (Non- Fiction)  Play up! Play up! And play the game- Sir Henry Newbolt (Poetry) | Holes- Louis Sachar (Fiction)  Introducing North America- Chris Oxlade (Non-Fiction) | The Chocolate Tree- Linda Lowrey (Fiction)  Next stop- Mexico- Ginger McDonell  (Non-Fiction) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Reading** | -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.  -Identifying and discussing themes and conventions in and across a wide range of writing  -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  -Retrieve, record and present information from non-fiction  -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | | -Reading books that are structured in different ways and reading for a range of purposes  -Recommending books that they have read to their peers, giving reasons for their choices  -Making comparisons within and across books  -Asking questions to improve their understanding  -Distinguish between statements of fact and opinion  -Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  -Predicting what might happen from details stated and implied  -Identifying how language, structure and presentation contribute to meaning  -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | | -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  -Learning a wider range of poetry by heart  -Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  -Provide reasoned justifications for their views. | |
| **Writing Focus and Features** | **Newspapers**  Paragraphs  Layout devices e.g. headings, subheadings, columns, captions to structure text.  Maintain formal/impersonal tone. | **Narrative- flashbacks**  Shift in tenses- present to past.  Organise paragraphs around specific themes or events.  **Poetry-** Historical | **Balanced argument**  Paragraphs to structure arguments.  Maintain formal/ impersonal tone.  Cohesive devices | **Narrative- setting and characters**  Consistent tense | **Persuasive letter**  Persuasive language- 2nd person, personal pronouns, repetition, facts & statistics, hyperboles.  Layout devices- addresses. | **Narrative- playscripts**  Layout devices e.g. bullet points.  Stage directions using brackets. |
| **SPaG** | Informal/formal speech.  Use of the passive | Using a range of cohesive devices to link ideas across paragraphs- subordinate clauses.  Recognise vocabulary and structures that are appropriate for formal speech and writing- subjunctive form.  Ellipses  Perfect form of verbs  Expanded noun phrases to convey complicated information concisely. | Use of semi-colons and colons.  Use of adverbials such as *on the other hand, in contrast* or *as a consequence.*  Subjunctive form. | Commas to clarify meaning.  Synonyms and antonyms.  Revisit perfect form of verbs.  Rework expanded noun phrases to provide the most concise information. | Colons to introduce a list.  Use of the passive  Hyphens to avoid ambiguity.  Imperative and modal verbs to indicate degrees of possibility. | Brackets (stage directions)  Colons  Appropriate register |
| **Handwriting** | Write legibly, fluently and with increasing speed by:  choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.  choosing the writing implement that is best suited for a task. | | | | | |
| **Spelling** | Challenge words (Y5/6 statutory spelling words) | **Spelling pattern-** words with the short and long vowel sound /i/ spelled with a y  **Spelling pattern-** Adding the prefix ‘over’ to verbs  **Spelling pattern-** Adding the suffix -ful | **Spelling pattern-** words with an /o/ sound spelled ‘ou’ or ‘ow’  **Spelling pattern-** prefix dis, un, over, im | Revisit Y5/6 spelling rules | Revisit Y5/6 spelling rules | Revisit Y5/6 spelling rules |
|  | These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.  **Pupils should be taught to:** - listen and respond appropriately to adults and their peers. - ask relevant questions to extend their understanding and knowledge. - use relevant strategies to build their vocabulary. - articulate and justify answers, arguments and opinions -give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - speak audibly and fluently with an increasing command of Standard English. - participate in discussions, presentations, performances, role play, improvisations and debates. - gain, maintain and monitor the interest of the listener(s). - consider and evaluate different viewpoints, attending to and building on the contributions of others. - select and use appropriate registers for effective communication. | | | | | |
| **Mathematics** | Calculating using knowledge of structures 1 (3 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-1-calculating-using-knowledge-of-structures-1-1-1/>  Numbers up to 10,000,000 (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-3-numbers-up-to-10-000-000/>  **Trust Assessment Checkpoint** | Multiples of 1,000 (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-2-multiples-of-1-000/>  Fractions and percentages (5 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-7-fractions-and-percentages/>  **Trust Assessment Checkpoint** | Multiplication and division (4 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-5-multiplication-and-division/>  Statistics (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-8-statistics/>  **Trust Assessment Checkpoint** | Ratio and proportion (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-9-ratio-and-proportion/>  Area, perimeter, position and direction (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-6-area-perimeter-position-and-direction/>  **Trust Assessment Checkpoint** | Draw, compose and decompose shapes (1 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-4-draw-compose-and-decompose-shapes-1-1-1-1-1-1-1-1-1/>  Mean average (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-13-mean-average/>  **Statutory Summative Assessment Checkpoint** | Calculating using knowledge of structures 2 (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-10-calculating-using-knowledge-of-structures-2-1-1-1-1/>  Solving problems with two unknowns (2 weeks)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-11-solving-problems-with-two-unknowns/>  Order of operations (1 week)  <https://www.ncetm.org.uk/classroom-resources/cp-year-6-unit-12-order-of-operations/> |
| **RE**  **(Church Schools)** | 6.1 Life as a journey and pilgrimage | 6.2 How do Christians prepare for Christmas?  UC 2B.4 Was Jesus the Messiah? | 6.3 Why do Christians celebrate the Eucharist? | 6.3A Why is the Exodus such a significant event in Jewish and Christian history? | 6.4 Who was Jesus? Who is Jesus?  UC 2B.4 Was Jesus the Messiah? | 6.5 Ascension and Pentecost – In what ways do these events and beliefs make Christianity distinctive?  UC 2A.6 When Jesus left what was the impact of Pentecost? |
| **RE**  **(Community Schools)** | Where, why and how do Hindus worship? | Can religions help to build a fair world? | How are faith communities represented in the UK? | How do Christians follow Jesus? | Who has made a difference because of their beliefs? | Why do some people believe in life after death? |
| **Computing** | **Digital Citizenship**  Be Internet Legends: Respect each other  Project: Digital Citizenship presentation | **Computer Science**  Purple Mash: Coding  (Unit 6.1) | **Information Technology**  Apple Everyone Can Create:  Photo- Publishing  Project: Create a portfolio of your favourite photos | **Computer Science**  Apple Everyone Can Code Puzzles:  Conditionals | **Information Technology**  Apple Everyone Can Create:  Video- Documentaries  Project: Create a documentary | **Computer Science**  \*Apple Everyone Can Code Puzzles:  App Design Template from Early Learners.  Project: Create an App in Keynote |
| **Science** | **Sparks Might Fly**  *(Electricity)*  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. | **Light Years Away**  *(Light)*  Recognise that light appears to travel in straight lines.  Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  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.  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | **When I Grow Up**  *(Animals Including Humans)*  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. | | **Totally Classified**  *(Living things and their habitats)*  To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  To give reasons for classifying plants and animals based on specific characteristics. | **I Will Survive**  *(Evolution and Inheritance)*  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| **Working Scientifically**  Children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests.  Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  Identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | |
| **History** | *(World Wars)*  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | |  | | *(Mayans)*  A non-European society that provides contrasts with British history –Mayan civilization c. AD 900 | |
| **Geography** |  | | *(North America)*  To understand geographical similarities and differences through the study of human and physical geography of a region region within North America. | |  | |
| **Geographical skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography.  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | |
| **Art and Design** | **Textiles - Sewing**  (Make do and mend - create something out of something else)  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques with a range of materials. | | **Painting**  *(Pop Art)*  To create sketch books to record their observations and use them to review and revisit ideas.  To improve their mastery of art and design techniques, including painting with a range of materials.  To learn about great artists, architects and designers in history. | | **Drawing / Painting**  *(Portraits – Frida Kahlo)*  To create sketch books to record their observations and use them to review and revisit ideas.  To learn about great artists, architects and designers in history. | |
| **Drawing**  **Materials:** Various pens, biros, markers, fine liners, pencils, tracing paper  **Tones and Textures:** Apply a range of different techniques for different purposes i.e. shading, hatching, blending deciding which works well for the desired effect.  **Style:** Study Andy Warhol and Frida Kahlo for different portrait technieques | | | | | |
| **Design and Technology** | **Cooking and Nutrition**  *(cooking with a limited menu)*  To understand and apply the principles of a healthy and varied diet.  To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | |  | | **Use Electrical Systems**  *(game linked to science using buzzers/lights etc)*  To understand and use electrical systems in their products. | |
| **When designing and making, pupils should be taught to:**  **Design**: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  **Evaluate**: investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, understand how key events and individuals in design and technology have helped shape the world | | | | | |
| **Physical Education** | Basketball  Fitness | Hockey  Netball | Volleyball  Gymnastics | Tag Rugby  Yoga | Athletics  Badminton | OAA  Rounders |
| **Music** | **Musical Futures**  Just Play…  Ukulele | **Musical Futures**  Just Play…  Ukulele | **Digital Project**  Exploring Incredibox | **Beatboxing Basics**  Making Music with Loops | |  | | --- | | **Showtime!** |   Quest Trust Singing Project | |  | | --- | | **Showtime!** |   Quest Trust Singing Project |
| **PSHE** | **Being Me in My World**  Identifying goals for the year Global citizenship  Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics  Democracy, having a voice  Anti-social behaviour  Role-modelling | **Celebrating Difference**  Perception of normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict  Difference as celebration  Empathy | **Dreams and Goals**  Personal learning goals, in and out of school  Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievements  Compliments | **Healthy Me**  Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress | **Relationships**  Mental health  Identifying mental health worries and sources of support  Love and Loss  Managing feelings  Power and Control  Assertiveness  Technology safety  Take responsibility with technology use | **Changing Me**  Self-image  Body image  Puberty and feelings  Conception to birth  Reflections about change  Physical attraction  Respect and consent  Boyfriends/girlfriends  Sexting  Transition |
| **MFL**  **(Language angels)** | Verbs and Grammar | At school | The weekend | Me in the world | Healthy lifestyles | The planets/Habitats  (progressive version) |
| **SMSC** | **Our Year 6 Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and have courageous advocacy as digital global citizens.** | | | | | |
| **Fundamental British**  **Values** | **Our Year** 6 **Curriculum actively promotes the Fundamental British Values of *democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*, in order to prepare children for life in Modern Britain.** | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Christian Values**  **Global Dimension**  **Cycle 1**  **2022 2023** | Creation  GD - Famine | Respect &Reverence  GD – Community links and roles | Trust  GD - Human Rights and fairness | Peace  GD – Lent appeal | Humility  GD - Fairtrade | Endurance  GD – Change for the better. Clean Air |
| **Christian Values**  **Global Dimension**  **Cycle 2**  **2023 2024** | Friendship  GD –Fairtrade | Compassion  GD - Poverty | Koinonia  GD – Local community links and roles | Generosity  GD – Lent appeal | Justice  GD Human rights and justice | Responsibility  GD – Sustainability for the future |
| **Christian Values**  **Global Dimension**  **Cycle 3**  **2024 2025** | Thankfulness  GD –homelessness | Service  GD – Local Community links and roles | Truthfulness  GD – Fairness in the world | Forgiveness  GD – Lent appeal | Wisdom  GD – Fairtrade | Hope  GD – Change for the better. Clean water |
| **HGCP Values**  **Cycle 1**  **2022 2023** | Friendship | Service | Responsibility | Generosity | Creativity | Truthfulness |
| **HGCP Values**  **Cycle 2**  **2023 2024** | Perseverance | Peace | Hope | Forgiveness | Trust | Thankfulness |
| **HGCP Values**  **Cycle 3**  **2024 2025** | Respect | Compassion | Wisdom | Humility | Justice | Courage |