

YEAR 6

CURRICULUM OVERVIEW

26-27



OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD OF OUR VISION AND CORE VALUES WHICH UNDERPIN OUR DAY TO DAY LIFE. AT READ ST. JOHN'S WE AIM TO UNLOCK THE POTENTIAL FOR EVERYONE TO FLOURISH WHILST BEING ROOTED AND GROUNDED IN GOD'S LOVE. WE AIM HIGH, SO TOGETHER AS ONE FAMILY, WE CAN FLY. THIS VISION IS UNDERPINNED BY OUR CHRISTIAN VALUES OF: TRUST, FRIENDSHIP, COMPASSION, PERSEVERANCE, FORGIVENESS, RESPECT, SERVICE AND RESPONSIBILITY.

ALL CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH CHILDREN, PARENTS/CARERS AND THE COMMUNITY. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO BE HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY.

‘SOWING THE SEEDS OF TOMORROW; GROWING IN THE LIGHT OF THE LORD’





YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BRITISH VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ENRICHMENT	TBC	TBC	TBC	TBC	TBC	Sports Day Summer Fair Leavers Service
SPECIAL EVENTS AND CELEBRATIONS	Harvest Festival Black History Month Reading is Magic Festival Jeans for genes day Diwali	Guy Fawkes / Bonfire Night Remembrance Day Anti-Bullying Week Road Safety Week Children in Need Christmas Jumper day Advent	RSPB's Big Schools' Birdwatch National Handwriting Day Chinese New Year National Storytelling week Children's Mental Health Week Internet Safety Day	Pancake day Lent World Book Day Science Week Mother's Day Red Nose day Easter	St. George's Day Earth Day Children's Gardening Week Father's Day	30 Days Wild Pride Month World Environment Day World Ocean Day World Refugee Day Summer Fair



YEAR 6 CURRICULUM OVERVIEW 26-27

 Read St John's C.E. Primary School	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS						
	Number: Place Value Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers Number: Addition, subtraction, multiplication and division. Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number Step 8 Solve problems with multiplication Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts	Number: Fractions A Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 5 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems Number: Fractions B Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole Measurement: Converting Units Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures	Number: Ratio Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes Step 8 Ratio problems Step 9 Proportion problems Step 10 Recipes Number: Algebra Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns Number: Decimals Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000 Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context	Number: Fractions, decimals and Percentages Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – word problems Measurement: Area, perimeter and volume Step 1 Shapes – same area Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid Statistics Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean	Geometry: Shape Step 1 Measure and classify angles Step 2 Calculate angles Step 3 Vertically opposite angles Step 4 Angles in a triangle Step 5 Angles in a triangle – special cases Step 6 Angles in a triangle – missing angles Step 7 Angles in a quadrilateral Step 8 Angles in polygons Step 9 Circles Step 10 Draw shapes accurately Step 11 Nets of 3-D shapes Geometry: Position and Direction Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections Themed projects, consolidation and problem solving	

Number: Addition, subtraction, multiplication and division.

Step 1

Add and subtract integers

Step 2

Common factors

Step 3

Common multiples

Step 4

Rules of divisibility

Step 5

Primes to 100

Step 6

Square and cube numbers

Step 7

Multiply up to a 4-digit number by a 2-digit number

Step 8

Solve problems with multiplication

Step 9

Short division

Step 10

Division using factors

Step 11

Introduction to long division

Step 12

Long division with remainders

Step 13

Solve problems with division

Step 14

Solve multi-step problems

Step 15

Order of operations

Step 16

Mental calculations and estimation

Step 17

Reason from known facts



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH						
NARRATIVE	Novel as a Theme	Biographies	Classic fiction	Retelling with Language from the Text	Story Endings	Novel as a Theme
	Text: The Nowhere Emporium by Ross MacKenzie		Text: The Wizard of Oz by L Frank Baum	Text: Romeo and Juliet by William Shakespeare (original playscript)	Text: The 1,000 Year Old Boy by Ross Wellford	Rooftoppers by Katherine Rundell
	Outcome: Narrative based on a model text with an innovated plot structure.		Outcome: An innovated adventure story set in an alternative, classic-style fantasy world.	Outcome: A retelling of older literature drawing on a model for their own writing.	Outcome: An alternative ending where the main character faces a modern dilemma.	Outcome: An epilogue chapter for the novel.
NON-FICTION	Reports	Recount: Biographies	Discussion and Debate	Recount: Letters	Persuasion: Adverts	Recount: Autobiography
	Text: The Week Junior	Text: Herstory by Katherine Halligan	Text: The Wizard of Oz by L Frank Baum	Text: Romeo and Juliet	Text: The 1,000 Year Old Boy by Ross Wellford	Text: Mud, sweat and Tears Junior Edition by Bear Grylls
	Outcome: A hybrid magazine page focusing on magic or the circus.	Outcome: To carry out research, write and present a biography	Outcome: A discursive essay	Outcome: A letter written as a character from the text.	Outcome: Creating an advert for the 'Life Elixir' in the novel.	Outcome: An autobiography, written in role as a character.
POETRY		Songs and Lyrics		Perspectives		Poems on a Theme
		Outcome: Lyrics for their own composition		Outcome: A written response to a poem in another text type		Outcome: A poem based on a model

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SCIENCE	Ongoing-observe life cycles of plants and animals in the local environment throughout the year					
	Electricity	Light	Animals including humans	Living things and their habitats	Evolution and inheritance	Looking after the environment
	What impact does the number and voltage of cells have when used in a circuit?	How does light enable us to see things?	How does the human circulatory system function?	What are the kingdoms of life?	Are there links between extinct animals and those which are still living today?	How can I combat climate change?
	The children will learn how to: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; they will learn how to 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; and finally, they will use recognised symbols when representing a simple circuit in a diagram.	The children will learn how to: 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; and finally, the children will learn how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	The children will learn how to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; they will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and finally, they will learn how to describe the ways in which nutrients and water are transported within animals, including humans.	The children will identify the kingdoms of life and how to classify living things within those kingdoms. The children will be introduced to the Linnean system of classification and will be able to develop their practical scientific skills though investigating mould growth on bread and mushroom spore dispersal.	The children will be introduced to the key concepts of evolution and inheritance by building upon previous topics, including animal characteristics and fossils. The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin. Through the presentations and tasks, the children will learn about the fascinating history of the human race and discover links between extinct animals and those which are still living today.	The children will explore the core concepts – what climate change is, what causes it, the impact and effects of climate change on the environment, and what people, organisations and governments are doing to combat it.



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	SPRING 1	SUMMER 1
GEOGRAPHY			
	North America	The Amazon Rainforest	My Place
	What is a current geographical challenge facing North America?	What is a tropical forest biome?	Can I demonstrate by geographical knowledge and skills effectively?
	The children will explore the physical and human features of the continent of North America, building on prior learning and securing their locational knowledge and developing their place knowledge. The children will build on their knowledge of earthquakes from Year 4 when they find out about the San Andreas fault line. They will study a current geographical challenge - wildfires in California.	This unit will build on prior knowledge and revisits biomes and focuses on the Amazon Rainforest, a tropical forest biome. The children will develop locational knowledge and will understand that due to its size and location, South America is a diverse continent with equatorial regions and regions with proximity to the Antarctic circle.	The children will have the opportunity to showcase the knowledge and skills they've developed throughout their primary education. They will apply their geographical knowledge and express their personal thoughts and feelings about a place that holds special meaning to them. They will have a valuable opportunity to share their insights from their own unique perspective.



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 2	SPRING 2	SUMMER 2
HISTORY			
	The Industrial Revolution	The Impact of World War II on Britain	Our History
	What was the most significant change of the Industrial Revolution?	What was the impact of World War II on Britain?	Why did the Romans choose Ribchester as the site for a fort?
	The children will explore the causes, inventions, and social impacts of one of the most transformative periods in British history. They will investigate why industrialisation occurred, the role of key inventions, and the impact of railways on the economy and everyday life. They will examine urbanisation and living conditions in industrial towns using literary extracts and historical images, and consider the experiences of children, including work, schooling, and the social reforms designed to improve their lives. Each lesson encourages pupils to think critically about cause and change, making connections between technological advances, economic growth, and social consequences.	This unit focuses on the causes, key developments, and impact of the war on Britain, enabling the children to address historically valid questions about why events occurred and how they shaped society. The children will explore the origins of the conflict, including the rise of tension in Europe, before examining the threat of invasion and Britain's resilience during the Battle of Britain and the Blitz. They also consider the experiences of evacuees, gaining insight into how the war affected children and families across the country. The unit further investigates life on the Home Front, with a focus on rationing, changing roles for women, and the use of propaganda to influence public opinion and maintain morale.	This unit focuses on researching local history, encouraging pupils to investigate how their area has changed over time and to explore significant events that have influenced its development.

YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	SPRING 1	SUMMER 1
DESIGN AND TECHNOLOGY			
	Food: Designing Healthy Meals	Food: Chefs and Food Heroes	Combining Design and Technology Skills
	How can we design and plan a healthy, balanced meal that is nutritious, appealing and suitable for its intended user?	How do chefs inspire us through food?	How can we combine DT skills to solve a design problem?
	The children will explore the principles of healthy eating and balanced nutrition and investigate how different foods contribute to a healthy diet. They will research a range of meals, ingredients and dietary needs, considering factors such as nutrition, taste, seasonality, cost and sustainability. Using their research, pupils will design and plan a healthy meal for a specific user or purpose. They will develop and annotate design ideas, select suitable ingredients, consider quantities and equipment, and create a clear step-by-step plan for making their meal. Pupils will evaluate their choices and refine their designs, applying their knowledge of nutrition and food preparation to create a practical, appealing and balanced meal.	The children will explore the work of chefs and food heroes and investigate how they use creativity, skill and knowledge of food to develop dishes and influence the way people think about food. They will research a range of chefs and food professionals, exploring their backgrounds, cooking styles, ingredients and contributions to food culture. Through practical and research-based activities, pupils will investigate different ingredients, flavours, cooking techniques and presentation styles. They will consider how chefs make food appealing to different audiences and how food can reflect culture, identity, creativity and healthy choices. They will use their findings to develop their own ideas and begin to think like food designers, making informed choices about ingredients, preparation and presentation.	The children will bring together their learning from across Design and Technology, combining skills in structures, mechanical systems, electrical systems, ICT programming and control. They will explore how different technologies can work together to solve a problem or meet a design brief. Pupils will research, design, make and evaluate a functional product, applying appropriate materials, mechanisms, electrical components and programming. They will develop and test their ideas, identify problems and make improvements, demonstrating creativity, technical knowledge and independence throughout the design and making process.

YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 2	SPRING 2	SUMMER 2
ART & DESIGN			
	How can music inspire our abstract artwork, from sketches to digital art?	How can we transform music and historical ideas into expressive artwork?	How can we transform our drawings and paintings into creative textile artworks?
FOCUS ARTIST(S)	Hans Hoffmann Wassily Kandinski	Richard Wagner Luke Dixon	Sarkasi Said
	The children will explore how music can inspire abstract art, taking inspiration from artists Hans Hofmann and Wassily Kandinsky. They will experiment with colour, line, shape, texture and composition to communicate the mood, rhythm and movement of music. They will develop ideas through drawing and painting, recording experiments and independent investigations in their sketchbooks. They will refine and transform their artwork using digital art techniques, exploring how traditional and digital processes can work together. Throughout the unit, the children will develop their ability to generate, develop and refine creative ideas, make independent artistic choices, and record their learning and reflections in their sketchbooks.	The children will explore how music and historical events can inspire visual art, taking inspiration from Richard Wagner and Luke Dixon. They will develop sketches and drawings into expressive mixed-media artworks, experimenting with pastels, watercolours, colour, line and texture. The children will explore how artists can respond to music through movement, mood and atmosphere, while also considering how historical contexts can influence creative choices. They will develop and refine their ideas through sketchbook work, combining different media to create a final piece that communicates their response to music and history.	The children will explore how drawing and painting ideas can be transformed into textile and mixed-media artworks, taking inspiration from Sarkasi Said. They will develop observational and imaginative drawings before experimenting with collage, batik and felt making. They will explore colour, pattern, texture and composition, considering how different materials and processes can change the character of an artwork. Through sketchbook development and practical experimentation, they will refine their ideas and create a final mixed-media piece inspired by their investigations.



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MUSIC						
	How Does Music Bring Us Together?	How Does Music Connect Us with Our Past?	How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with the Environment?
	Music and Technology Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In this unit the children will explore the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach them invaluable skills in music production that will enrich and enhance their musical journey and inspire their creativity. <u>Additional Unit</u> <i>Happy</i>	Developing Ensemble Skills In this unit, the children will build on previous experience of singing and playing together. They will focus on using dynamics and expression and reading a notated instrumental part. They will listen to one another and follow the leader if there is one. They will learn that by changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting. <u>Additional Unit</u> <i>Classroom Jazz 2</i>	Creative Composition In this unit the children will learn that by using chords in compositions, they can create music that is more harmonically interesting. They will also be able to create accompaniment for a melody using chords. They will explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever. <u>Additional Unit</u> <i>A New Year Carol</i> <i>You've Got A Friend</i>	Musical Styles Connect Us The children will learn that music is powerful and brings people from different backgrounds and parts of the world together. They will consider that when we dance, sing and play, we can all share ideas and it helps us to come together. They will explore how the different styles of music in this unit developed from different social themes. <u>Additional Unit</u> <i>Classroom Jazz 2</i>	Improvising with Confidence When the children are improvising in this unit, they will think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. They will explore how phrases fit together to make a melody. By changing the dynamics of music, they can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting. <u>Additional Unit</u> <i>Music and Me</i>	Farewell Tour This unit will be all about the children's last performance before they move to high school. It will be a special performance, so they will take time to plan and include the songs and music that represent their class. <u>Additional Unit</u> <i>Reflect, Rewind and Replay</i> <i>Recorders/Glockenspiel</i> <i>Individual instrumental work.</i>



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	What should and should not be shared on the internet.	What makes a good web page?	How can variables be used to improve a game in Scratch?	How can spreadsheets be used to plan an event and answer questions?	How can I make a 3D model of a building?	How can I make a step counter using a micro:bit?
COMPUTING						
	Computing systems and networks – Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B – Sensing movement
	In this unit the children will explore how data is transferred over the internet. They will initially focus on addressing, before they move on to the makeup and structure of data packets. The children will then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	This unit introduces the children to the creation of websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process the children will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	This unit explores the concept of variables in programming through games in Scratch. The children will find out what variables are and relate them to real-world examples of values that can be set and changed. The children will experiment with variables in an existing project, then modify them, before they create their own project. Finally, the children will apply their knowledge of variables and design to improve their games in Scratch.	This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. They will use spreadsheets to plan an event and answer questions. Finally, creating charts, and evaluate their results in comparison to questions asked.	The children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, the children will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	The children will have the opportunity to use all of their prior learning on programming constructs in a different, but still familiar environment, while also utilising a physical device – the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit.



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE						
	Net/Wall – Badminton The children will learn to demonstrate a forehand and backhand shot with some consistency. They will be able to direct the shuttlecock reasonably well to their partner to continue a rally. They will demonstrate a simple tactic and build up to playing the game and incorporating tactics to score points.	Invasion Games – Rugby 2 Building on from prior learning, the children will apply simple tactics when playing a rugby-type game. They will be able to kick a rugby ball with some accuracy and confidence. They will then learn how to apply simple attacking and defending tactics when playing a rugby-type game.	Dance – Heroes and Villains The children will understand how to construct a dance and share their own creations to the class. They will develop a well-rehearsed duet that demonstrates a range of choreographic techniques. They will create and perform two different dances from different stimulus (a duet and a group dance).	Invasion Games – Netball The children will be able to demonstrate passing and catching a netball with consistency, accuracy and control. They will demonstrate a shoulder pass and be able to shoot a netball with some accuracy. The children will be able to apply simple attacking and defending tactics when playing a netball-type game.	Striking and Fielding – Cricket Building on prior learning the children will demonstrate a bowl overarm with accuracy and be able to strike a ball with a cricket bat off a tee with consistency. They will be able to demonstrate bowling overarm with accuracy in a game and be able to strike a ball with a cricket bat in a game. They will be able to use tactics in a cricket type game.	Striking and Fielding Games – Rounders The children will be able to demonstrate a bowl underarm with accuracy and be able to strike a ball with a bat off a tee. The children will be able to use tactics in a rounders game.
	Athletics The children will learn how to perform running techniques for short and long distances. They will learn different throwing skills: pull and push throw, a sling throw and a heave throw. They will learn how to take off and land one foot to one foot (same and other), take off and land using a combination of jumps and take off and land using a hop, step and jump.	Gymnastic Core Task 1 The children will learn how to demonstrate counter balance and counter tension paired balances using apparatus. They will then create a gymnastic sequence with counter balances and counter tension in a group. They will build up skills to create a sequence of gymnastic actions, paired and group balances.	Invasion Games – Hockey The children will learn how to pass a ball to a teammate using a hockey stick. They will be able to demonstrate dribbling and passing a ball using a hockey stick. The children will be able to demonstrate dribbling and passing a ball using a hockey stick. They will be able to apply simple attacking and defending tactics when playing a hockey type game.	Gymnastic Core Task 2 The children will demonstrate a part weight bearing balance. They will create a sequence of gymnastic actions, paired and group balances using apparatus. They will create and perform a sequence of gymnastic actions, paired and group balances using apparatus.	OAA – Teamwork and Problem Solving 2 The children will be able to work effectively as part of a team to solve problems, generate and share ideas and be able to review performance and apply learning. They will recognise the important role played by all team members and be able to organise time and resources within a team. They will be able to encourage others to improve performance.	Dance Unit – UKS2 The children will be able to show shifts between unison, duet and group composition with confidence, demonstrating movement memory and embodied dance language. The children will explore the concept of 'Sporting Values' and their importance in and beyond Dance.

YEAR 6 CURRICULUM OVERVIEW 26-27



		AUTUMN		SPRING		SUMMER	
PSHE							
	Wellbeing	Identity and community	Healthy Choices	Healthy relationships	Digital Lives	Aspiration and Money	My Body and Me
	• Change is important • How can I stay as healthy as possible for my whole life? • Staying regulated	• How can we appreciate and respect people without judgement? (Challenging unconscious bias) • Why is our heritage important? • What do we need to feel like we belong? • Why is it important to love authentically? • How do we express our identity? • How can we build healthy communities?	• Why are vaccines so important? • How can I perform basic first aid?	• Feeling empowered to say what we want (Consent and boundaries) • How do we surround ourselves with people who respect and care about us? • How can we help each other to grow and be our true selves? • How can we stay true to ourselves, whilst learning from other people?	• Motivation and manipulation online • Do I live in an echo chamber? • Can I spot an online fake? • What are the dangers of misinformation?	• What skills do I need to do the things I want to do? • How can we protect our money? • What are my dreams for my future and how do I get there? • How do I manage my money day-to- day?	• How do males and females change during puberty? • Do you ever feel pressure to look a certain way? • Sexual reproduction (right to withdraw)



YEAR 6 CURRICULUM OVERVIEW 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FRENCH						
	Can I write a poem about myself?	Can I describe a castle?	What is Le Tour de France?	Can I describe my favourite fairground ride?	What shall I order?	Can I write a newspaper article?
	This is me! The children will revisit personal information questions and answers, and extended feelings. They will recall how to describe their eyes and hair colour. Children will be introduced to adjectives to talk about their personality in French. Then, they will put it all together in a poem about themselves. Finally, they will listen to and join in the 'Rocket song' all about their dreams and aspirations for the future.	Homes and Houses The children will learn vocabulary for rooms in the house and furniture nouns inspired by artist Piet Mondrian, write descriptive sentences, explore French castles and their vocabulary, play "Escape from the Castle," create their own 'Enter the castle! stories, and discover the whereabouts of the Christmas Elf while revisiting personal information and prepositions.	Plating Sports The children will explore the topic of sports. They will learn the nouns for sports and look at the verb 'jouer' and the sports connected to this verb. Then, the children will create opinions about sports and look at a variety of adjectives to include reasons for liking or disliking a sport. They will investigate a sporting event from the target language country (Le Tour de France). The children write a description of a sport and how it is played.	My best day ever The children will be learning nouns for funfair rides, adjectives to describe the rides and how to express personal opinions about rides and funfairs. Children will be introduced to the 'o'clock' and 'half past' structure in French, and some daily routine phrases to be able to write a sequence of daily routine phrases including times to describe a day out at the funfair or theme park. Through songs, games and independent tasks, they will explore the following content, topics and language:	Café culture The children will be learning about the culture of going to cafés in France. They will start by learning the nouns for food and drinks you can order in a French café, then practise saying which food they like or dislike and create a menu for a French café. Using their knowledge from the café culture, they will go on to read and practise a conversation between a waiter and customer, finally creating and performing their own role plays at the café.	Let's celebrate The children will create their 'Read All About It' newspaper-style piece of writing, covering a variety of topics they have previously learned. The children will then explore a mocktail recipe and write their own, including ingredients and instructions. Next, they will revisit classroom item nouns and learn nature-related vocabulary before taking part in an outdoor scavenger hunt.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE	ONGOING – PRAYER SPACES AND TRIPS TO CHURCH					
	6.6 What is the nature and characteristics of God?	6.2 How do Christians prepare for Christmas?	6.3 What are the connections between the Last Supper and the celebrations of Jewish Passover and Christian Eucharist?	6.4 Who was Jesus? Who is Jesus?		6.8 Why is pilgrimage not a holiday?
	This unit will extend and deepen the children's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people. It will extend and deepen the children's understanding of the Muslim/Hindu beliefs about the nature of God and increase their understanding that there are similarities and differences in beliefs about God across World faiths. It will increase the children's awareness that many people live without any belief in or recognition of the existence of God.	This unit will build on prior learning and delve deeper into the themes of the season of Advent. It will introduce the children to the Christian belief that Jesus will return (the second coming).	The children will identify the links between the Passover meal, Last Supper and Eucharist. This unit will develop the children's understanding of the Eucharist and the symbolism connected with it. It will develop the children's understanding of the importance of the Eucharist and why it is celebrated.	This unit will allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today. This unit will increase the children's understanding of who Jesus was and is according to the Bible. They will investigate who Jesus was according to the followers of major world faiths and those with non-religious world views.		TBC