Curriculum Overview – YEAR 6

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Living ang Growing in Christ					
Inclusion					
Kindness	*Resilience*	*Respect*	*Self-belief*	*Diversity*	*Honesty*
Curriculum Title **Being human**	**Curriculum Title**	**Curriculum Title** **Respect rainforests**	**Curriculum Title**	**Curriculum Title** Bright Sparks	**Curriculum Title**
Curriculum Question What do humans really need to be happy and healthy?	**Curriculum Question** What was The Blitz Spirit ?	**Curriculum Question** Why Should we respect the Rainforest?	**Curriculum Question** What is renewable energy ?	**Curriculum Question** How has the British monarchy changed ?	**Curriculum Question** How does democracy work in our local area ?
Real life experience/ trips PGL Residential to the Isle of Wight	World War 2 role play day and Year 6 assembly Evacuees/ ARP wardens Uniformed groups Remembrance Croydon airport expert talk on the Battle of Britain Imperial war museum documentary challenge	Young Citizen Experience	World Book Day Activities Author visit Role play as book characters Rainforest enclosure London Zoo trip Waterstones Croydon Wallington Girls' drama experience	Imperial college trip Robotics workshop.	Trip to the UK Parliament
Events, Celebrations & Fundraising: **Remembrance Poppy Sales** Saints Assembly, Black History Month, Remembrance Day Christmas Carol Service Take over day, Harvest Festival, Diwali, Wear in Pink, Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, Halloween, Bonfire Night		Cafod family feast Day World Book Day Pre loved uniforms Costume Sale World Book Day Assembly Teachers in role Passion Service, Mental Health Awareness, Internet Safety Day Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, Easter		Sun safety awareness, Refugee Week, Sports Celebrations/ Galas /tournaments Race for life Y5/6 Production to school and Parenrs	
History Focus: WW II (significant turning point in British history) 1,3,4,5 Historical skills . The Outbreak of War Develop a chronologically secure knowledge and understanding of world	**History Focus:** **WW2** **(The Blitz/ Battle of Britain is a significant turning point in British History)** To help children to understand the events of The Blitz during the Second			**History Focus:** **Black and British** Key questions content overage/key concepts	**Geography Focus- Local area** • Geography Day • Key Skills • More Knowledge for Topic Black and British

history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. • I can explain why World War II began and order events from early World War II on a timeline. 2. Evacuation Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. • I can write a letter in role as an evacuee from World War II. • Evacuee suitcase and contents (optional) • Rationing Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. • I can describe how people's diets were different during World War II and answer questions about the implementation of rationing.	World War. They will learn what the Blitz was, which cities were targeted and why, as well as the types of safety measures put in place by the government and general public. Next ,delve into the pivotal Battle of Britain during World War II, exploring the strategies, technologies and key events that shaped the outcome of this major air campaign. They will also gain insights into the resilience of the British people, the innovations of the RAF, and the broader implications of the battle on the trajectory of the war. Students will have the opportunity to achieve this through choosing their own method of learning, from reading, source analysis, research, and watching options, as well as the chance to engage in extension activities . II. • I can find out about wartime jobs and describe what they entailed in detail. • Information books and/or access to the Internet for research. The Holocaust • I can explain what the Holocaust was and describe some events that happened. 6. Key Events Continue to develop a chronologically secure knowledge and understanding of British,			How shall we tell the story of the first Black people in Britain? Samuel Coleridge Tay;or What does the evidence tell us about the role of Black people in Tudor society? What difference did the slave trade make to the experiences of Black people in Britain?	When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated? From Windrush to "Notting Hill": what was the experience of the first post-war Black immigrants? . How far has life improved for Black people iving in Britain in the last 60 years? What A Knight – Historical context Understand Class division of the feudal system

	local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. • I can describe what happened during some key events from World War II and order events on a timeline				
Geography Focus:		Geography focus Through the Vines- Amazon rainforest To locate tropical rainforests on a world map. - *Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.* - *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.* *understand key aspects of physical geography, including climate zones,*	Geography Focus The Amazon rainforest Describe the structure of the rainforest Identify plant and animal species of the rainforest Why are some species endangered. *Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics,* deforestation has both positive and negative effects. Can they sort each effect of deforestation into the positive or negative columns?		*GeographY* • Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom. • Describe and understand human geography including types of settlement and land use, • Make a map of the school grounds. Highlight the main geographical features using a key and include photographs to show images of the main features. • Explore the local area using conventional maps and Google

		biomes and vegetation belts			maps. Then create their own map of their immediate area using mapping software • Describe and understand human geography including types of settlement and land use, economic activity including trade links, • To collate knowledge of the local area and identify their local area's unique selling point to tourists from outside the area.
Art Focus: Colour Clarice Cliff Complementary colours Blitz pics Chalk	**Art Focus: Texture, Form & Space** Clarice Cliff Christmas Decoration designs Clay	**Art Focus: Pattern & Shape** Pop Art - Romero Britto Landscapes	**Art Focus: Line & Tone** Pop Art Romero Portraits Rainforest creatures	**Art Focus: Weave, Sew & Collage** Pentecost portraits Windrush sketches Notting Hill carnival patterns	**Art Focus: Texture, Form & Space** Scenery and props for Year 6 production
Technology Focus: Complete a strong structure Christmas decorations/Clarice Cliff with clay	**Technology Focus: Complete a strong structure** Christmas decorations/Clarice Cliff with clay/hybrid animals	**Technology Focus: Describe & Use Textiles & Electrical Components** Bird Boxes Cross stitch	**Technology Focus: Describe & Use Textiles & Electrical Components** Bird Boxes Cross stitch	**Technology Focus: Explore Mechanisms** Pop up books Origami London eye paper craft model	**Technology Focus: Prepare & Make a food product** Rhubarb crumble Year 6 production props
Science Focus: animals including humans. • identify and name the main parts of the human circulatory system, and describe the functions of the	• **Science Focus: Evolution and inheritance.** • recognise that living things have changed over time and that fossils provide information about living things that	**Science Focus: Living things and their habitats.** • describe how living things are classified into broad groups according to common observable characteristics and	• give reasons for classifying plants and animals based on specific characteristics	**Science Focus: Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and	**Science Focus: Light** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that

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. • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings	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.	based on similarities and differences, including micro-organisms, plants and animals		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.	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.
English Focus: **TEXTS** **First News** **Friend or Foe** **Michael Morpurgo(Chapter 1-4)** **Taking Tea with Clarice Cliff** **Letters Of St Paul** **The Boy in the Striped Pyjamas John Boyne Chap 4-5) What they saw through the window** **Rose Blanche** **Erica's Story** **Horrible histories** **Scholatic ww2 Facts**	English Focus: TEXTS **First News** **War Poems Wilfred Own / Rupert Brooke** **Song Lyrics In the Mood / Lambeth Walk / !940s scripts** **Extracts from The Evacuues playscript** **Adrian Mole exracts** **John Boyne TBITSP extracts (Chap 11-12) the fury)** **Friend or Foe (Chapter 5-8)** **Christmas stories /Picture books for reading partners** <u>**Writing Genres**</u>	English Focus: TEXTs : **First News** **History of NYE** **The Tin Forest** **William Blake – The Tyger** **Into the Forest Anthony Brown** **Skellig by David Almond** **The Hunter** **Geography reference Books /webpages from National geographic** **Science reference Books** **Book Reviews /Presentations** <u>Writing genres</u>	English Focus: <u>Texts</u> **First News** **Skellig by David Almond(Chap 1-18)** **OR** **Wonder by RJ Palacio(pg 3-130)** **ZSL website** **BBC Nature webpages** **National trust leaflets** **Gospel of Matthew /Luke** **Graphic Navels** **WBD – picture books rotation** <u>Writing genres</u>	English Focus: **Texts** **The London Eye mystery** **St Aidan's diversity collections .** **Malorie Blackman titles** **Extracts :** **Hacker** **Pig Heart boy** **Biography collections** **Malorie Blackman samuel Coleridge taylor** **Biography research collections**	English Focus: Year 6 Production Playscript **First News** **No More School (Short Story for transition)** **Lady Marwells' Diary extracts** <u>**Writing Genre**</u> **Script Writing** **Stage Directions** **Character 's dialogue** **Editing Scripts** **Proof Reading Scripts** **Dialogue to show characterisation**

Ww2 Research materials **Primary evidence** <u>**Writing Genres**</u> **Letters of application** **CVs** **Job desciptions** **Book Reviews** **Letters from St Paul** **Mixing dialogue / description with** **Conversations of evacuees** **Descriptions of town / Country** **Setting descriptions** **Interviews with Evacuees** **Book Reviews** **Information texts** **Interview** **Note taking** <u>**Speaking and listening**</u> **:**Book Club presntations <u>**Punctuation and Grammar:**</u> Noun Phrases Modal Verbs and Subjunctive Mood Suffixes - Nouns and Adjectives to Verbs Relative Clauses Commas <u>**Spelling lists 1A**</u>	**Evacuee Diaries** **PGL Narratives** **Contrasting 1940s language with more modern text .** **Language from German speakers / London children** **Documentary challenge** **Scripts** **Letters from parents to children** **Show not tell** **setting descriptions** **Santa Letters** **Santa/s elves job applications** <u>**Speaking and Listening**</u> Book Club Presentation WW2 presentations Remembrance presentationdocumentary Challenge video <u>**Punctuation and Grammar**</u> Possessive Pronouns Adverbs to Show Frequency Prefixes Colons in Lists Subordinating Conjunctions and Clauses <u>**Spellings Lists 1b**</u>	**Prose with Similes/ metaphors** **Personification** **Writing poetry with similes / Metaphors** **Research creatures of the rainforest** **Class Wikipedia articles** **Show not tell** **Characterisation with effective dialogue** **Shorter longer sentences** **Mystery stories** **Story intros** <u>Speaking and listening</u> Rainforest creature quizzes School Council updates Q+A <u>**Punctuation and grammar**</u> Synonyms and Antonyms Adverbs to Show Possibility Root Words Hyphens Coordinating Conjunctions <u>**Spelling lists 2A**</u>	**World Book Day guides** **Amazing Creature description /Letter to ZSL** **Estate agent writing** **Advertising slogans/ wordplay** **Author biographies** **Character biographies** **Persuasive writing** **Passion play script writing** **Euphemism used by advertisers** **Superhero characters** **Explanation texts** <u>**Speaking and listening**</u> ZSL presentations Lent explanations of Stations of the cross for younger pupils <u>**Punctuation and Grammar**</u> Subject and Object Ambiguity Hyphenated Compound Words Bullet Points Perfect Form of Verbs to Mark Relationships of Time and Cause <u>**Spelling Lists 2B**</u>	**Pizza express advertising material** <u>**Writing Genres**</u> **Autobiography** **Malory Blackman biography** **Tom Daly Biography** **Traditional Tales fairy stories** **Legend of Finn McCool** **Advertising** **Letter of complaint** <u>**Speaking and listening**</u> **Famous author press conference** **Author agent Q+A** **Auditions for Year 6 production** <u>**Punctuation and Grammar**</u> Reported Speech Active and Passive Semi-colons, Colons and Dashes to Mark Clauses Formal and Informal Speech and Vocabulary Layout Devices <u>**Spellings**</u> Year 6 statutory words workbook 1	**Redrafting scripts** **Marwell Manor Murder Mystery** **Suspect statements** **Crime reports** <u>**Punctuation and grammar**</u> Verb Tenses Editing and Evaluating Parenthesis - Brackets, Commas and Dashes Formal and Informal Writing Cohesion Across Paragraph <u>**Speaking and listening;**</u> Speech and Drama activities Developing characterisations through voice techniques Awareness of audience Refine for Children OR Adults <u>**Spellings**</u> Year 6 statutory words workbook 2

<u>**Maths Focus:**</u> <u>**Number- Place Value**</u> <u>**Adition /subtraction/ multiplication/ Division**</u> <u>**Number – Fractions A**</u> <u>**Number Fractions B**</u> <u>**Measurements / problems / converting measures**</u>	<u>**Maths Focus:**</u> <u>**Number Ratio**</u> <u>**Number – algebra**</u> <u>**Number – Fractions /Decimals/ Percentages**</u> <u>**Measurement: Area / perimeter/ percentages**</u> <u>**Statistics**</u>	<u>**Maths Focus:**</u> <u>**Statistics revision**</u> <u>**Geometry Shapes**</u> <u>**Geometry Position and direction**</u> <u>**Consolidation / Investigations/ Themed projects**</u> <u>**Transition units for KS3**</u>

PSHE Focus: TEN:TEN *Live life to the full plus*	PSHE Focus: TEN:TEN *Live life to the full plus*	PSHE Focus: TEN:TEN *Live life to the full plus*	PSHE Focus: TEN:TEN *Live life to the full plus*	PSHE Focus: TEN:TEN *Live life to the full plus*	PSHE Focus: TEN:TEN *Live life to the full plus*
RE Focus: **Year 6 - LOVING -** God who never stops loving **Judaism** **Year 6 -** Rosh Hashanah, Yom Kippur	**RE Focus:** **Year 6 - VOCATION AND COMMITMENT -** The vocation of priesthood and religious life **Year 6 - EXPECTATIONS -** Jesus born to show God to the world	**RE Focus:** **Year 6 - SOURCES -** The Bible, the special book for the Church **Year 6 - UNITY -** Eucharist enabling	**RE Focus:** **Year 6 - UNITY -** Eucharist enabling **Year 6 - DEATH & NEW LIFE** - Celebrating Jesus' death and resurrection	**RE Focus:** **Year 6 - WITNESSES -** The Holy Spirit enables people to become witnesses **Year 6 - HEALING -** Sacrament of the Sick	**RE Focus:** **ISLAM** **Year 6 –** Guidance for Muslims **Year 6 - COMMON GOOD -** Work of the worldwide Christian family
PE Focus: <u>**Gymnastics -Val Sabin**</u> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence Agility Show control and power in take off and landings Demonstrate precision, control and fluency to sustain movements Plan and perform sequences including changes in speed and level within increasingly complex sequences Evaluate own work and that of others and suggest ways to improve using appropriate terminology. <u>**Games- Football**</u> • Passing • Dribbling	**PE Focus:** <u>Dance Val Sabin</u> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence • Convey expression and emotion in performance Demonstrate precision, control and fluency to sustain movements Plan and perform sequences including changes in speed and level within increasingly complex sequences Evaluate own work and that of others and suggest ways to improve using appropriate terminology. <u>**Games Basketball**</u> • Passing (chest pass, bounce pass, push pass)	**PE Focus:** <u>Gymnastics -Val Sabin</u> • Improve strength • Improve flexibility • Perform routines using different exercises in sequence Agility Show control and power in take off and landings Demonstrate precision, control and fluency to sustain movements Plan and perform sequences including changes in speed and level within increasingly complex sequences Evaluate own work and that of others and suggest ways to improve using appropriate terminology. <u>**Games- Hockey**</u> • Controlling the ball • Passing with focus on speed	**PE Focus:** <u>Dance -Val Sabin</u> • Improve strength • Improve flexibility • Agility • Perform routines using different exercises in sequence • Convey expression and emotion in performance Demonstrate precision, control and fluency to sustain movements Plan and perform sequences including changes in speed and level within increasingly comples sequences Evaluate own work and that of others and suggest ways to improve using appropriate terminology • <u>**Games Netball**</u>	**PE Focus:** <u>Athletics</u> • Running and Walking • Running over obstacles • Throwing for distance • Throwing for accuracy • Jumping for height and distance • Combination Jumping • Personal target setting • Choose appropriate techniques for specific events • Show accuracy and good technique when throwing for distance. • Choose best pace for a running event	**PE Focus:** <u>Athletics</u> • Running and Walking • Running over obstacles • Throwing for distance • Throwing for accuracy • Jumping for height and distance • Combination Jumping Personal target setting • Choose appropriate techniques for specific events • Show accuracy and good technique when throwing for distance. • Choose best pace for a running event

• Shooting • Possession game – Boxes • Small sided games • Use a large range of sending and receiving and travelling techniques in games with varied control • Perform skills with greater speed, fluency and accuracy in net • Combine,vary and choose appropriate strategies and tactics and actions to cause problems in game situations • Introduce competitive games, on the basic principles for attacking and defending. • Choose and apply a range of tactics and strategies for defence and attack • Appreciate rules need to be consistent and fair • Evaluate their own work as a means of improving their skills and game play <u>Encourage teamwork and social skills</u>	• Dribbling • Shooting • Possession game – Boxes • Small sided games Use a large range of sending and receiving and travelling techniques in games with varied control • Perform skills with greater speed, fluency and accuracy in net • Combine,vary and choose appropriate strategies and tactics and actions to cause problems in game situations • Introduce competitive games, on the basic principles for attacking and defending. • Choose and apply a range of tactics and strategies for defence and attack • Appreciate rules need to be consistent and fair • Evaluate their own work as a means of improving their skills and game play • • Continue with competitive games including basic principles of attacking and defending	• Defending • Shooting • Continue with competitive games including basic principles of attacking and defending Use a large range of sending and receiving and travelling techniques in games with varied control • Perform skills with greater speed, fluency and accuracy in net • Combine,vary and choose appropriate strategies and tactics and actions to cause problems in game situations • Introduce competitive games, on the basic principles for attacking and defending. • Choose and apply a range of tactics and strategies for defence and attack • Appreciate rules need to be consistent and fair • Evaluate their own work as a means of improving their skills and game play	• Passing (chest pass, bounce pass, shoulder pass) • Footwork • Shooting • Possession game – Boxes • Small sided games • Continue with competitive games including basic principles of attacking and defending Use a large range of sending and receiving and travelling techniques in games with varied control • Perform skills with greater speed, fluency and accuracy in net • Combine,vary and choose appropriate strategies and tactics and actions to cause problems in game situations • Introduce competitive games, on the basic principles for attacking and defending. • Choose and apply a range of tactics and strategies for defence and attack • Appreciate rules need to be consistent and fair • Evaluate their own work as a means of	• Use a range of criteria to judge own work. <u>Rounders</u> • Batting / striking techniques • Catching methods • Fielding efficiency • Match practice • Strategic batting principles Continue with competitive games including basic principles of attacking and defending • Use a large range of sending and receiving and travelling techniques in games with varied control • Perform skills with greater speed, fluency and accuracy in net • Combine,vary and choose appropriate strategies and tactics and actions to cause problems in game situations • Introduce competitive games, on the basic principles for attacking and defending. • Choose and apply a range of tactics and strategies for defence and attack • Appreciate rules need to be consistent and fair	• Use a range of criteria to judge own work. <u>Rounders</u> <u>Cricket</u> • Batting / striking techniques • Catching methods • Fielding efficiency • Match practice • Strategic batting principles • Continue with competitive games including basic principles of attacking and defending Use a large range of sending and receiving and travelling techniques in games with varied control • Perform skills with greater speed, fluency and accuracy in net • Combine,vary and choose appropriate strategies and tactics and actions to cause problems in game situations • Introduce competitive games, on the basic principles for attacking and defending. • Choose and apply a range of tactics and strategies for defence and attack

	Encourage teamwork and social skills	Encourage teamwork and social skills	improving their skills and game play Encourage teamwork and social skills **Orienteering** Take part in outdoor adventurous activity • Map walk • North,south,East • ,West • Photo Star orienteering • Score orienteering	• Evaluate their own work as a means of improving their skills and game play Encourage teamwork and social skills	• Appreciate rules need to be consistent and fair • Evaluate their own work as a means of improving their skills and game play Encourage teamwork and social skills **Swimming catch up**
Computing Focus: -I can define a 'variable' as something that is changeable -I can explain why a variable is used in a program -I can choose how to improve a game by using variables -I can design a project that builds on a given example -I can use my design to create a project -I can evaluate my project	**Computing Focus:** -I can explain the importance of internet addresses -I can recognise how data is transferred across the internet -I can explain how sharing information online can help people to work together -I can evaluate different ways of working together online -I can recognise how we communicate using technology -I can evaluate different methods of online communication	**Computing Focus:** -I can create a program to run on a controllable device -I can explain that selection can control the flow of a program -I can update a variable with a user input -I can use a conditional statement to compare a variable to a value -I can design a project that uses inputs and outputs on a controllable device I can develop a program to use inputs and outputs on a controllable device	**Computing Focus:** -I can review an existing website and consider its structure -I can plan the features of a web page -I can consider the ownership and use of images (copyright) -I can recognise the need to preview pages -I can outline the need for a navigation path -I can recognise the implications of linking to content owned by other people	**Computing Focus:** -I can recognise that you can work in three dimensions on a computer -I can identify that digital 3D objects can be modified -I can recognise that objects can be combined in a 3D model -I can create a 3D model for a given purpose -I can plan my own 3D model -I can create my own digital 3D model	**Computing Focus:** -I can create a data set in a spreadsheet -I can build a data set in a spreadsheet -I can explain that formulas can be used to produce calculated data -I can apply formulas to data -I can create a spreadsheet to plan an event -I can choose suitable ways to present data
Music Focus: WW2 Music (The Evacuees)	**Music Focus:** **WW2 Music** **Glen Miller**	**Music Focus:** Young Voices **Recorders 1** **Rhythm notation**	**Music Focus:** Passion Play 1, 2, 5	**Music Focus:** **Lennon and Mccartney** **Recorders 2**	**Music Focus:** Musical Production Preparation 1, 2, 3, 5

Young Voices (Cultural Capital)	1, 5 Christmas Carol Concert Preparation			**Pitch notation**	
Spanish -Revise all vocabulary learnt before (colours, numbers etc) -Discovering Spain. - I can describe my city/town. - I can recognise important landmarks in different cities in Spain.	**Spanish** -I can learn about Gaudi, a Spanish artist. -Different activities about him. - Christmas songs, activities and cards.	**Spanish** -Valentines' day activities about friendship. -Directions. -Shops in the city and what we can buy in them.	**Spanish.** -Songs in Spanish: focusing in "Bailando Bahata" Chayanne. -Bachata dance -Time. Revise time and make timetables in Spanish	**Spanish** -Routines and holidays and when we do each thing. -Grammar -Spanish songs and traditional games.	**Spanish** -Our wonderful world. -Grammar tips. -Spanish songs and traditional games.