Curriculum Overview Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	**Peace, Power and Propaganda**		**The Theory of ME-volution!!**		**What's on the Horizon?**	
English	**Key Text**	Whole school text **WW1** Walter Tull's Scrapbook One Boy's War In Flanders Field	**WW2** Rose Blanche Anne Frank WW1 Christmas truce	What Mr Darwin Saw Darwin's dragons The Savage Can We Save the Tiger? Just So Stories		Kensuke's Kingdom Harris Burdick	
	Key Genre	Narrative, poetry and recount	Narrative, poetry, instructions and explanations	Narrative, poetry and reports	Narrative, poetry and persuasive	Narrative, poetry and discursive	Narrative, poetry and consolidation of non-fiction texts
	Key Skills	In the autumn term, year 6 children recognise themes across a range of texts. They explore how to vary the order and length of paragraphs and learn to make links across paragraphs sustaining overall cohesion.		In spring, year 6 children refine their ability to identify the needs of different audiences. They develop the ability to match mood and atmosphere with the chosen audience. They control language choices to ensure the tone meets the formality of the text.		In summer, year 6 children write effectively for a range of purposes and audiences. In stories, they interweave dialogue, action and description appropriately. They explore how shifts in tone and formality influence the purpose and effect of the piece and impacts the reader.	
	Maths	**Number:** Place value **Number:** Four operations **Number:** Fractions **Number:** Converting units		**Number:** Ratio **Number:** Algebra **Number:** Decimals **Number:** Fractions, decimals and percentages **Measurement:** Area, perimeter and volume **Statistics**		**Geometry:** Shape **Geometry:** Position and direction **Themed projects:** consolidation and problem solving	

<table>
<tr><td rowspan="3">Exploring and Discovery</td><td>Science</td><td>Light</td><td>Electricity</td><td>Evolution and inheritance</td><td>Living things and their habitats</td><td>Animals, including humans</td><td>Consolidation of year 6 science objectives</td></tr>
<tr><td>Computing</td><td>Computing systems and networks: Communication</td><td>Creating media: Web page creation</td><td>Programming 1: Variables in games</td><td>Data and Information: Spreadsheets</td><td>Creating media: 3D modelling</td><td>Programming 2: Sensing</td></tr>
<tr><td>DT</td><td rowspan="2">Painting and mixed media: Children explore a range of artists to deepen their understanding of artistic intentions. They collect examples of techniques to develop their own piece.</td><td rowspan="2">Electrical systems: Children will apply their knowledge of circuits to develop a steady hand game.</td><td rowspan="2">Mechanical systems: Children use cams and followers to create a habitat automata toy.</td><td rowspan="2">Drawing: Children explore how artists convey a message through the use of imagery and symbols.</td><td colspan="2">DT Celebration meal</td></tr>
<tr><td rowspan="3">Creative World</td><td>Art</td><td colspan="2">Art Sculpture and 3D: Making memories</td></tr>
<tr><td>History</td><td colspan="2" rowspan="2">Geography: How are London and Berlin the same? How have the Docklands changed?

History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World Wars 1 and 2.</td><td colspan="2" rowspan="2">Geography: What is a climate zone and how does they affect the physical geography of the world?</td><td colspan="2">History: A non-European society that provides contrasts with British history, Mayan civilization

Geography: What does fair trade chocolate mean?</td></tr>
<tr><td>Geography</td></tr>
<tr><td>MFL: French</td><td>WWI – War & Peace
Children will find out about WWI from a French perspective and will learn about the part played by soldiers from all over the French-speaking world.
They will be introduced to the WWI French surrealist poet, Apollinaire, and create their own calligrams.</td><td>WWII – The Resistance
Children will use strategies to de-code non-fiction text concerning France's role in WWII.

They will find out about Armistice Day in France and be introduced to the Senegalese statesman and poet, Léopold Senghor.</td><td>Describing personality
Children will learn adjectives to describe their, and others' personalities, adjectival agreement and the verb 'to be'.

They will find out about the French celebration, Le Chandeleur.</td><td>The French-speaking world (la Francophonie)
Children will use strategies to de-code non-fiction texts. They will create a tourist brochure, categorise wildlife, research weather around the globe.</td><td>French cinema
Children will watch and discuss a variety of shorts from French-speaking directors from 1897 to today.
L'Arroseur Arrosé
Le Ballon Rouge
La Queue de la Souris
Le Génie de la Boite de Raviolis</td><td>'Er' verbs song project
Children will learn how to conjugate a regular 'er' verb in French and write and perform their own song to explain this to others.</td></tr>
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SMSC	**PSHE**	**Relationships** **Families and Friendships:** Attraction to others; romantic relationships; civil partnership and marriage. **Safe relationships:** Recognising and managing pressure; consent in different situations. **Respecting ourselves and others:** Expressing opinions and respecting other points of view, including discussing topical issues.		**Living in the wider** **Belonging to a community**: Valuing diversity; challenging discrimination and stereotypes. **Media literacy and Digital Resilience:** Evaluating media sources; sharing things online. **Money and Work:** Influences and attitudes to money; money and financial risks.		**Health and wellbeing** **Physical health and Mental Wellbeing:** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. **Growing and changing:** Human reproduction and birth; increasing independence; managing transitions. **Keeping safe:** Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	
	RE	**Faith and the Arts**	**Death and loss**	**Hinduism: Worship, Celebrations and Values**	**Jesus: His later life and passion**	**The Christian Way of Life 2**	**Marriage Rites**
	British Values	Democracy and The Rule of Law		Individual Liberty		Mutual Respect, Tolerance of those with different Faiths and Beliefs	
	Music	Sing songs with a focus on observing rhythm. Extend improvised melodies beyond 8 beats over a fixed groove. Compose melodies in G Major and E Minor.	Sing songs with a focus on 4-part rounds. Perform pieces from staff notation with a focus on following instructions for dynamics. Compose 8 or 16 beat melodic phrases using the pentatonic scale.	Sing songs with a focus on maintain a harmony part. Perform chord and bass parts as accompaniment for melodies. Compose melodies in G Major and E Minor in response to paintings with chordal accompaniment.	Sing songs with a focus on maintaining a harmony part. Perform arrangement as a 'mixed' ensemble, with melodic and rhythmic features. Compose a piece of music in Ternary form that has chordal accompaniment.	Sing songs with a focus on the learnt skills from this year. Read and play rhythmic parts from 4-part rhythmic notation. Transition project composition – Creating a piece in the Theme and Variation form.	Sing songs with a focus on the learnt skills from this year. Perform 4 bar phrases on tuned percussion using staff notation. Transition project composition – Creating a piece in the Theme and Variation form.
	PE	**Football:** Children will improve their defending and attacking play. They start to play even-	**Gymnastics:** Children will use their knowledge of compositional principles, eg how to use variations in	**High 5 Netball:** Children will develop skilful attacking and team play building on from	**Hockey:** Children improve their defending and attacking play. **Kwik Cricket:**	**Rounders** Children develop the range and quality of their skills and	**Tennis** Children develop the range and quality of their skills when

		sided mini-versions of football games. **Tag Rugby:** Children will improve their defending and attacking play from previous years and play even-sided mini-versions of invasion games.	speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. **Athletics:** Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities	previous years. They learn how to work well as a team when attacking, and explore a range of ways to defend. **Basketball:** Children will develop skilful attacking and team play building on their knowledge from previous years. They learn how to work well as a team when attacking, and explore a range of ways to defend.	Children develop the range and quality of their skills and understanding building on from year 5. They learn how to play the different roles of bowler, wicket-keeper, fielder and batter with more skill.	understanding building on from Year 5. They learn how to play the different roles of bowler, backstop, fielder and batter with more knowledge, tactical awareness and skill. **Dodgeball:** Children develop attacking tactics using a range of skills, and develop how to organise themselves to as a team	playing tennis. They also learn specific tactics and skills for tennis. **Athletics/Sports day practise** Children will be practising field events and different race types, specific to their year group. **Catch up Swimming**
	Enrichment	European Day of Languages London Dockland Museum	Globe Players HMS Belfast	Natural History Museum			Residential week