



## Year 6 - Curriculum Overview

This shows breadth and coverage of subject areas based on our school's schemes of work.

Subjects	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
English Angelo Romeo and Juliet Jo-Jo the melon donkey Macbeth Pied Piper Rose Blanche Goodnight Mister Tom Lion and the Unicorn Matchbox Diary The House Mystery of Harris Burdick <b>Film clips</b> <b>Pictures</b> <b>Music</b>	Writing skills and applying skills to different genres in an extended write  SPAG- Spelling, Punctuation and Grammar  Guided Reciprocal Reading- Wolves/On Dangerous Ground  Texts: Romeo and Juliet ( <i>Italy/Verona-population</i> ), Julius Caesar, Mystery Stories- The Mystery of Harris Burdick, Angelou, Jo-Jo the melon donkey ( <i>debate about animal cruelty</i> ) Wolves, The House, Pompeii-A Roman Girl's Diary, Pompeii, range of picture books, David Walliams books	Writing skills and applying skills to different genres in an extended write  SPAG- Spelling, Punctuation and Grammar  Guided Reciprocal Reading – The Great Plague/Earthquakes	Writing skills and applying skills to different genres in an extended write  SPAG- Spelling, Punctuation and Grammar  Guided Reciprocal Reading – The Great Plague/Earthquakes  Texts- The Plague, The Great Plague- A London Girls' Diary, Pied Piper ( <i>links to Germany</i> ), The Children of Winter ( <i>poverty links</i> ), Slimy Stuarts, The Matchbox Diary ( <i>America, Italy, travelling to different countries in the past, poverty</i> ) and Macbeth. Use of film clips ( <i>Alma- cold countries</i> ), music and book extracts.	Writing skills and applying skills to different genres in an extended write  SPAG- Spelling, Punctuation and Grammar  Guided Reciprocal Reading – Evacuees/Talking Through Time/ Play Script  Texts/film clips/music- The Girl in the War, Rose Blanche, Goodnight Mr Tom ( <i>evacuees</i> ), Lion and the Unicorn		

	<ul style="list-style-type: none"> <li>• RWI Spelling</li> <li>• Handwriting</li> <li>• Guided Reciprocal Reading session plans for each group</li> <li>• Class story time</li> </ul>		
Mathematics	Number and place value Number-addition and subtraction Number- multiplication and division Number- fractions, decimals and percentages	Ratio and proportion Algebra Measurement Geometry- properties and shape Geometry- position and direction Statistics	Number- fractions, decimals and percentages Ratio and proportion Algebra Geometry- properties and shape Geometry- position and direction Statistics Transition work - Probability
Countdown maths ongoing			
Science	Light & electricity.	All living things & Evolution and Inheritance.	Animals including humans.
Computing	Unit 6.4 Blogging-To learn about the safety aspects of blogging.  Unit 6.5 Text Adventures- To find out what a text adventure is. To plan a story adventure.	Unit 6.1 Coding – 2 code Designing and writing a more complex program that accomplishes a specific goal.  Unit 6.2 Online Safety To review aspects of online safety.	Unit 6.6 Networks  Unit 6.7 Control
E-safety throughout			
R.E.	<u><b>Christian beliefs about God &amp; the birth of Jesus</b></u>  What was the impact of Elijah's messages from God? Why did Elijah visit the widow and her son? Why was the widow's faith in God so important? How does the story of Elijah, the prophet, tell us about what Christians	<u><b>Christianity, the Church &amp; Worship</b></u>  Why are Christian symbols important to Christians? Why are churches important to Christians? Are my beliefs about being a Christian similar to others? What is Holy Week and why is it	<u><b>Special Places/ Hindu Dharma/ Teachings of Ghandi</b></u>

	believe about God? What does the story of the birth of Jesus tell you about the character of God? Which people were happy and unhappy about the birth of Jesus and why? How do we know that the birth of Jesus is important to Christians?	important to Christians? Who were the friends and enemies of Jesus before and after his crucifixion? Why does the crucifixion tell us about the character of God?	
PE	Gymnastics-Matching and Mirroring Games-Invasion Dance-Romans	Outdoor Adventure Activities Gymnastics- Bridges Games-Netball	Games- Bat and Field Dance-Maypole and Country dancing Gymnastics- Synchronisation and Canon
Creative Curriculum focus	Romans	The Stuarts	WW2
Geography	Italy (Europe) Physical geography – mountains, volcanoes & earthquakes.	Human & physical geography of Eyam.	Russia, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer/Capricorn, Arctic/Antarctic Circle, Greenwich...
History	The Roman Empire and its impact on Britain.	Stuarts. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	World War 2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Art	<b>Romans</b>  *Roman mosaics- <b>paper and scissor skills/ pencil design</b> *Roman artefact sculptures- create a Roman artefact from <b>clay</b> and decorate with <b>paints</b> *Roman myth – <b>sketching, paint/ pastel</b>	<b>The Stuarts</b>  *Eyam cottages- <b>3D models and painting</b> * <b>Observation drawings</b> of the plague doctor using <b>charcoal / shading</b> and <b>scale</b> * <b>Printing cards</b> * Discuss use of <b>symbolism and effect</b> in Leonardo da Vinci's Last Supper.	<b>WW2</b>  *Propaganda posters- <b>pencil sketching and mixing colours</b> * <b>Blitz tissue paper layered collages.</b> *Set and prop design- <b>drawing, painting and building 3D props</b>

D&T	Roman bag and shield, Roman helmets and head-dresses and Roman picnic.	Rat soft toy. Plague doctor masks and pomanders.		Air raid shelters Suitcases and teddy bears.		
C&N	<u>Celebrated meal</u> – a boar's head with an apple/lemon in its mouth  Daily diets consisted of meat, fish, bread, cheese & pottage, with the <u>Rich</u> enjoying new imported foods (bananas, pineapples, coffee beans & sugar)  Make – Fruit salad inc exotic fruits	Ate vegetables, meat & fish grown by themselves with pottage, bread, fruit & cheese being eaten regularly  <u>Expansion of the Empire</u> – started to use herbs & spices to flavour dishes & began eating more fish  Make – Use herbs & spices to flavour chosen dishes		<u>Limited diets due to rationing</u> – porridge, cheese, dried egg powder, spam/corned beef, minced meat, apples, root vegetables (swede, carrot & potatoes), rice pudding, semolina, tapioca & powdered milk  Make – Milk based deserts		
Music & Drama	<b>Music and drama special assembly</b> <b>The Romans</b>  Learn to sing the songs for the special assembly  Revise and develop vocal technique, use music to acquire new knowledge about the topic Rehearse the drama and perform to an audience	<b>Hip hop and rap</b>  Learn about the typical features of the style  Listen to hip hop songs and develop listening and appraising skills using the correct terminology including tempo, dynamics, pitch, timbre  Perform a rap song Work in groups and compose a rap song	<b>Rock music</b>  Learn about the typical features of the style  Develop listening skills and use of appropriate musical vocabulary  Perform an accompaniment to rock songs using glockenspiels  Perform from traditional notation	<b>Jazz music</b>  Learn about the typical features of the style  Listen to a variety of jazz pieces and further develop listening skills and appraising skills  Perform a whole class piece using glockenspiels  Improvise in a jazz style using glockenspiels	<b>Ballads</b>  Learn about the typical features of the style  Develop listening skills and use of appropriate musical vocabulary  Perform as a whole class, in groups and individually  Sing in parts  Perform an accompaniment on glockenspiels using a score	<b>Vocal skills &amp; song writing</b>  Listen to a variety of songs and learn about their structure  Discuss the lyrics, instrumentation and musical features including hooks  Work in groups and compose a song in a chosen style  Rehearse a performance and perform with good vocal technique and sense of style.

P.S.H.C.E.	<u>Rules of Law and Responsibilities</u> <u>Tolerance and Respect</u>	<u>Aiming High</u> <u>Understanding Ourselves</u>	<u>Making Positive Choices</u> <u>Money Matters</u>
	<p>Take part in making and changing rules and know why and how laws are made and enforced.</p> <p>Know school rules about health and safety, basic emergency procedures and where to get help.</p> <p>Recognise the role of voluntary, community and pressure groups in relation to health and wellbeing.</p> <p>Appreciate the range of national, regional, religious, ethnic identities in the United Kingdom.</p> <p>Know what being part of a community means and know different institutions that support communities locally and nationally.</p> <p>Recognise, predict and assess risk in different situations and decide how to manage it responsibly.</p> <p>Understand the importance of protecting personal information including passwords, addresses and images.</p> <p>Have strategies for keeping ourselves safe including, road safety, online safety and in our environment.</p> <p>Recognise and manage dares.</p> <p>Recognise and challenge stereotypes.</p> <p>Know that pressure to act in risky ways comes from a variety of sources, including people we know and the media.</p> <p>Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic,</p>	<p>Celebrate my achievements and identify strengths and areas for development.</p> <p>Have high aspirations for myself and challenging goals.</p> <p>Work collaboratively towards shared goals.</p> <p>Explain the range and intensity of my good and not so good feelings.</p> <p>Develop skills to form and maintain positive, healthy relationships.</p> <p>Recognise ways in which a relationship can become unhealthy and who to talk to if we need support.</p> <p>Know how to maintain personal hygiene.</p> <p>Know which, how and why, commonly available substances (including alcohol and tobacco) could damage our immediate and future health.</p> <p>Know some commonly available substances are legal, some are restricted and some are illegal to use and give to others.</p> <p>Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>Know how our bodies will change as we move through puberty.</p> <p>Understand the process of human reproduction.</p>	<p>Know what positively affects my physical, emotional and mental health, including the media.</p> <p>Explore and critique how the media present information.</p> <p>Recognise images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Make informed choices and consider consequences when trying to understand a balanced lifestyle.</p> <p>Know what is meant by a habit and why habits can be hard to change.</p> <p>Understand about change including transitions, loss, separation, divorce and bereavement.</p> <p>Understand the skills that make someone enterprising.</p> <p>Understand that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.</p> <p>Understand the role money plays in our lives and manage my money and be a critical consumer.</p> <p>Have an initial understanding of the terms 'interest', 'loan', 'debt', 'tax'.</p> <p>Sex Education</p> <p><b>Transition visits to secondary school</b></p>

	<p>racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics' in the Equality Act 2010)</p>		
Educational Visits	Barnsley Museum Crucial Crew	Kingswood Residential Tankersley Church	Eden Camp