

St Anne's RC Primary

Curriculum Overview

Year 6



Subject	Autumn			Spring			Summer		
RE	Domestic Church Loving	Baptism/ Confirmation Vocation & Commitment	Advent/ Christmas Expectations	Local Church Sources	Eucharist Unity	Lent/ Easter Death & New Life	Pentecost Witnesses	Reconciliation Healing	Universal Church Common Good
	Judaism –Guidance for Muslims Islam – Ros Hashanah/Yom Kippur Interfaith Week								
Literacy	The children will encounter a range of books that look at the themes of -Favourite Year 6 Stories -Black History Month -Immigration -Christmas -Traditional Tales They will write in the below forms: Narrative Recount Report Poetry – poems with similar themes Letters			The children will encounter arrange of books that look at the themes of -Chinese New Year -Diversity & Stereotypes -Traditional Tales They will write in the below forms: Report Recount Narrative Poetry – kennings			The children will encounter a range of books that look at the themes of -Our Planet -SEND & Personal Difficulties - Favourite Year 6 Stories They will write in the below forms: Report Persuasive Writing Recount Instructions Narrative		
Maths	Number and place value (up to 10 000 000) Number: Identify the value of numbers up to 3 decimal places Number addition and subtraction (more than 4 digit numbers) Geometry - shape and angles Multiplication and division – multiply and divide numbers up to 3 decimal places by 10, 100 & 1000 Multiply 4 digit by 2 digit Identify common factors, multiples and prime numbers			Algebra Statistics – calculate mean Geometry –draw 2 d shapes given angles and dimensions Co-ordinates in all 4 quadrants Ratio & Proportion Measurement (money, converting unit,area and perimeter)			Number – The 4 operations Fractions, Decimals ,Percentages Measurement - Calculate, estimate and compare volume of cubes and cuboids After SATS Investigations – problem solving Transition units of work		
Science	Animals Including Humans - Identify and name the main parts of the human circulatory system - Describe the functions of the heart, blood vessels and blood - Recognise the impact diet, exercise, drugs and lifestyle have on the way bodies function - Describe the ways in which nutrients and water are transported within animals including humans Light - Recognise that light appears to			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 functions, 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			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 adaption may lead to evolution.		

	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	diagram Living things and their habitats • Describe how living things are classified into broad groups according to common observable characteristics. • Describe how living things are classified based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.	Health & Wellbeing • Recognise and describe the impact of diet on the way our bodies function • Recognise and describe the impact of exercise on the way our bodies function • Recognise and describe the impact of drugs and lifestyle on the way our bodies function • To analyse the impact of obesity on a young person's mental and physical health • Explore the relationship between diet, exercise, drugs, lifestyle and health on a person's physical and mental health.
ICT	Children should be introduced to controlling physical systems using the programme Scratch and PICO boards embedding and recapping key skills from year 3, 4 and 5. Children should revisit the following skills: Keyboard input Variables And be introduced to: PICO controls Children should be taught to use a range of ICT to create a video utilising previous knowledge by recapping skills taught in UKS2. Children should be taught the following skills: Use and combine a variety of programmes to record and edit a video. Programmes to use could include: Pivot animation Imovie trailer Stick man Stop motion app – Lego/ clay	Databases Children should be re-taught the following skills: Databases - Classifying animals quiz Inkscape – changing the backgrounds. Programmes to use could include: 1. Inkscape 2. Kahoot 3. Excel 4. PowerPoint quiz 5. Survey monkey Children will be re-taught dimensional drawings using CAD. Programmes to use could include: 6. Google sketch up 7. TinckerCad 8. 3d Slash 9. Google earth	Children will need to use a range of computing skills to produce an interactive presentation that incorporates several programmes. Programmes to use could include: 1.PowerPoint 2. Videolicious App 3. Book Creator App 4. Educreations App 5. iMovie 6.Vintage app 7.Ink scape Children will need to incorporate all their knowledge and skills to create end of Year Memory book's: Children should learn the following skills: Look at a range of programmes and skills to create a end of year memory book complete with photo graphs, pages to sign and multiple pages with borders / templates. Children will look at e-safety. Using internal email system – spam email lesson Programmes to use could include: 1. Publisher 2. Office

Art	Sculpture and form Application of new skill · To know how to shape, form, model and construct for a purpose. · Plan and develop using technique knowledge (pinch, smooth, join, roll, coil , layer.) · Think about aesthetics (texture and how to achieve different types natural and manmade media) Development of skills · To know how to shape, form model and construct. · Plan and develop using technique knowledge (pinch, smooth, join, roll, coil , layer.) · Think about aesthetics (texture and how to achieve different types natural and manmade media)		Pattern Application of new skill · To evaluate a range of patterns expressing opinion and how it makes then feel. · Look and tessellation and irregular patterns observe and draw · Explore using colour for expression and experience. Development of skills · Design an abstract pattern based on emotion or experience · Create and explore pattern for purpose.
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Design Technology	Structures How can I design and create a model of a new playground? - Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. - Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. - Use finishing and decorative techniques suitable for the product they are designing and making. - Encourage children to make their products with accuracy. - Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. Compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. - Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. - Demonstrate the accurate use of tools and equipment. Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. - Demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws, square sectioned wood. Ask children to practise these, mounting their joints onto card for future reference.	Mechanisms Can you make a Victorian toy for a younger child? - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. - Make high quality products, applying knowledge, understanding and skills from IEAs and FTs. Children should use a range of decorative finishing techniques to ensure a well finished final product that matches the intended user and purpose. - Communicate ideas through detailed, annotated drawings from different views and/or exploded diagrams. The drawings should indicate the design decisions made, including the location of the mechanical and electrical components, how they work as a system with an input, process and output, and the appearance and finishing techniques for the product.	Textiles How can I make a modern toy for a younger child? - Produce detailed lists of equipment and fabrics relevant to their tasks. - Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. - Make high quality products applying knowledge, understanding and skills from IEAs and FTs. Incorporate simple computer-aided manufacture (CAM) if appropriate e.g. printing on fabric. Use a range of techniques to ensure a well-finished final product that matches the intended user and purpose. - Build a working circuit that incorporates a battery, a motor and a handmade switch, such as a reversing switch. - Demonstrate the accurate use of tools and equipment including cutting and stripping wire, and making secure electrical connections. - Children about the dangers of mains electricity. Draw a pictorial representation of the circuit or draw a circuit diagram using correct symbols.
History	WWII and The Battle of Britain Why was winning the Battle of Britain in 1940 so important? Why did Britain have to go to war in 1939? How serious was the risk of invasion by Nazi Germany in June 1940? Why did Germany lose the Battle of Britain? Did the Battle of Britain really win the war?	Baghdad 900AD The city of peace– Non– European civilisation Why was Baghdad known as the centre of civilisation? Why were the Tigris and Euphrates river so important to Baghdad's success? Why did Caliph Al Mansur decide to build Baghdad in that specific location? Why did people settle in Mesopotamia (Silk Road)? Why did people from all over	Local British History What was life like on the home front in Sunderland? How did Sunderland get ready for war– Anderson shelter, rationing etc? Why was it necessary for children to be evacuated? Why is it difficult to know what life was really like on the home front? (propaganda, censorship) Did Sunderland suffer through the Blitz?

		the world visit the city ? How did Baghdad change after 1258? Why should we study Baghdad today?	
Geography	Mountains (Derwent Hill) Why are mountains so important? Why are the three mountains of Olympus, Mauna Kea and Everest so famous? How were the world's greatest mountain ranges formed? Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? How are the Cambrian Mountains different from the Himalaya Mountains? Why is the climate such a challenge? Why do tourists visit the Cambrian Mountains? Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham How else is the precious resource of water used in the Cambrian Mountains?	Who are Britain's National Parks for? Why are National Parks described as Britain's 'breathing spaces'? What else makes National Parks so important? Why do National Parks welcome visitors? Why is protected land so important in Southwest England? Why are so many people attracted to <i>The Valley of Rocks</i>? Why is <i>Merrivale</i> such an important prehistoric site? Why are farmers so important in our National Parks? How are National Parks looked after? How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?	Climate change (local study) How is climate change affecting our world? Why is Elhaji cleaning shoes on the streets of Banjul? Why can't Olivia afford to insure her home? Why are people living in Starcross making flood plans? Why do Lars and Sofie disagree about how nice the weather is? Why are people all over the world noticing that the weather they are used to is changing? What have the countries of the world agreed to do about global warming?

PE	Rounders - throw and catch making correct tactical having an impact in a game situation (catching others out). -use a variety of bowling techniques beginning to add speed to the underarm bowl. -bat with con-dence and hit it in a variety of directions. -field the ball, moving into position scooping and throwing it accurately to another player. -show a wide variety of the batting and fielding skills I've learnt and work as part of a team, taking on a leadership role, encouraging and helping others. Fitness -can challenge myself at the stations: Footwork—jumps, press ups, double jumps, squats, star jumps -can achieve a PB (personal best) at all stations -can display a good technique at each station. - can support others to improve their technique. -can perform each exercise at each station for 40s. -can perform repetitions of each set with accuracy. -can perform all of the challenges at each station and repeat them with accuracy and precision.	Gymnastics -can perform jumps and leaps with control, body tension, fluency and pointed toes. -can perform a T Roll and a side star roll with precision, control and fluency. -can perform and point and balance sequence with good body tension with precision, control and fluency. -can perform a cartwheel with precision, control and fluency with straight legs and pointed toes. -can perform a hurdle step with a short run up on a springboard showing speed, control and fluency. -can perform a squat on, squat off vault or a squat through on a box top with a run up showing good control, precision and fluency. Dance - can cooperate and collaborate to create a warm up displaying a variety of movement patterns demonstrating rhythm and good timing. -can translate ideas from a stimulus into movement always showing expression, precision, control and fluency. - can use the space available when dancing with fluency and control. -can perform complex travelling movements showing musicality and fluency. -can dance in unison with a group showing good energy timing and strength. -can dance in canon with a group showing good energy, timing and strength.	Netball -can pass a ball with speed, precision and good control. - can perform any stop with a pivot when receiving a ball with good control. -can use a variety of dodges to get into a space to receive a ball. -can mark a player, stopping them getting the ball and intercept the pass. - can consistently shoot the ball into the net with success. - can react quickly to receive the ball for a centre pass. -can react quickly to snatch the ball in a 'toss up' Tag Rugby -can accelerate when running with speed and good control. -can throw a javelin/vortex with good height and distance. -can perform a long jump with distance and control. -can run longer distances—600m, 800m - can pace myself when running at longer distances showing good technique. -can throw a tennis ball/shot put with good height and distance. (10m) -can pass and receive a relay baton with good control in a competitive situation.
Music	Exploring lyrics and melody. · Sing a broad range of songs with a sense of ensemble and performance. · Sing 3 and 4 part round or partner songs. · Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	Exploring musical processes · Understand that music is a creative process and how is has developed over time. · Develop an understanding of the history of music from different cultures, traditions and composers. · Generate musical	Composition · Identify how music is composed traditionally and how this has changed over time. · Understand the different elements of composition · Identify the different ways to compose music, using traditional notation and electronic methods.

	from great composers and musicians (any visits to theatre, church, ceilidhs · Listen with attention to detail and recall sounds with increasing aural memory. · Improvise freely over a groove and compose music for a range of purposes using the inter—related dimensions of music (Via Garage Band) · Create music that has multiple sections with repetition. · Use and understand staff and other musical notations via playing an instrument. · Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression using staff notation. · Further understand the difference between semibreves, minims, crochets, paired quavers and semi quavers.	ideas including harmony, melody and structure as a form of self expression. · Continue to play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. · Improvise and compose music for a range of purposes · Read increasingly complex notation in various forms and clefs using various performance directions · Listen with attention to detail and recall sounds with increasing aural memory. · Use and understand staff and other musical notations via playing an instrument. · Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	· Understand that music is a creative process and how it has developed over time. · Develop an understanding of the history of music from World War Two. · Generate musical ideas including harmony, melody and structure as a form of self expression. · Play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. · Compose music for a range of purposes. · Read increasingly complex notation in various forms and clefs using various performance directions. · Listen with attention to detail with increasing aural memory. · Use and understand staff and other musical notations via playing an instrument. · Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
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