Year 6 Curriculum Overview Academic Year 2020-21

Subject	Autumn	Spring	Summer
English	**Class Text –** **Skellig by David Almond -** setting focus **Non-Fiction:** persuasion **The Iron Man by Ted Hughes** – character focus **Non-Fiction:** Instruction text **Reading** **DERIC Questions –** A range of decoding, explanation, reasoning, inference and choice questions. Comprehension practice – Skills and timing	**Class Text –** **Foxglove by Pie Corbett -** Fantasy fiction **Non-Fiction:** A newspaper report **Holes by Louis Sachar** - Warning tale **Non-fiction:** Letter **Reading** **DERIC Questions –** A range of decoding, explanation, reasoning, inference and choice questions. Comprehension practice – Skills and timing	**Class Text –** **The Worst Princess by Anna Kemp** - Challenging stereotypes **Non-Fiction:** Discussion text **Kensuke's Kingdom by Michael Morpurgo** building suspense **Non-fiction –** information text **Reading** **DERIC Questions –** A range of decoding, explanation, reasoning, inference and choice questions. Comprehension practice – Skills and timing
Maths	**Maths No Problem** Number and Place Value (Addition and Subtraction) Multiplication and Division Fractions Decimals Measurements Word Problems Percentage Times tables related 12 x 12 facts (Mental arithmetic and Reasoning)	**Maths No Problem** Ratio Algebra Area and Perimeter Volume Geometry Position and Movement (Mental arithmetic and Reasoning) Times tables related 12 x 12 facts	**Maths No Problem** Graphs and Averages Negative Numbers (Mental arithmetic and Reasoning) (Word Problems) (Maths Project) Times tables related 12 x 12 facts
	Scientific thinking – • ensuring fair tests, asking scientific questions, planning scientific investigations planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar		

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	and line graphs • using test results to make predictions • to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments		
Science	**Evolution and Inheritance** – •Recognise that living things produce offspring of the same kind, but are not identical to their parents. •Animals and plant adaptation to their environment. •The use of fossils and the work of key research scientists •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 are not identical to their parents Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution **Light** – Looking at the path of light and shadows, reflection and refraction, scientific thinking. The absence of light. • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen	**Electricity** – component symbols, types of circuits and components. • Linking brightness of a bulb to number and voltage of cells. • Control technology. • 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 of a circuit function • use recognised symbols when representing a simple circuit in a diagram	**Animals including Humans** – • Looking at the function of the heart and other organs. The different structures within the heart and lungs. Impact of diet and lifestyle. Nutrient and water transportation. • identify and name the main parts of the human circulatory system, and describe the functions of the 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 **Living things and their Habitats** – • classification of living groups based on characteristics •Further discussion on Reproduction •describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals •give reasons for classifying plants and

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	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		animals based on specific characteristics
Computing	Online Safety – Being a good digital citizen Education City and Mathletics – Using computers to support learning.	Online Safety – Being a good digital citizen Programming and coding (scratch) Algorithms and formulae (spreadsheet) Using search technologies to support research	Online Safety – Being a good digital citizen Sequence and selection in program design Understanding the internet to enable communication and collaboration
History	**How has crime and punishment changed across the ages?**	**Were the Mayan's one of the greatest civilisations?**	**How does our local area show our national history?**
Geography	**Would you live near a volcano?**	**How will our world look in the future?**	**Are we damaging our local area?**
Art and design	**Life/Field drawing** Composition, scale and proportion in their work. Use simple perspective in their **Patterns** Create intricate printing patterns Artist: ***WILLIAM MORRIS***	**Clay** Produce intricate patterns and textures. Use different techniques, colours and textures when designing and making pieces of work ARTIST:**LEONARDO DA VINCI** **Paint** Oil:/ Watercolour ARTISTS: **WILLIAM TURNER**	Use a wide range of methods to strengthen, stiffen and reinforce complex structure. Apply knowledge of computing to program, monitor and control their products. Research the designer/architect: **THOMAS TELFORD**
Design and technology	Inventors and Inventions Research famous designer inventor (DT statements) Use research they have done into famous designers and inventors to inform the design of their own products. Designer:	Product Design (Trevor Baylis) Product Design Follow a design brief to achieve an effect for a particular function. Generate, develop, model and communicate the ideas through discussion, annotated sketches, cross-sectional and exploded	Plan series of healthy meals Develop Research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and technical skills Use information on food labels to inform choices. Confidently plan a series of healthy meals

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	CLIVE SINCLAIR	diagrams, prototypes, pattern pieces and computer aided design.	based on the principles of a healthy and varied diet. Develop and use technical knowledge and accurate skills to problem solve during the making process.
Religious Education	Prayer and Worship Symbols and Artefacts	Celebration Religious Attire	Food and Mutual Respect Symbol or Images
French	Actions: verbs and directions In France: Food and locations	Seasons A Weekend with Friends	The Environment - weather
Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Benjamin Britten – a new year carol – Interrelated dimensions of music. I'll be there – pitch, tempo, beat and instruments. Happy – improvisation and composition. To recognise the style of music, to find the pulse, to recognise instruments, to learn about singing and vocal health. To play as an ensemble, Classroom Jazz	You've got a friend – Building on the interrelated dimensions of music. Reflect, rewind, replay – Consolidation of learning.
Physical Education	Tag rugby Football – use running, jumping, throwing and catching in isolation and in combination, and apply basic principles suitable for attacking and defending Dance – perform dances using a range of movement patterns	Hockey - apply basic principles suitable for attacking and defending Gymnastics - develop flexibility, strength, technique, control and balance	Team games- play competitive games, and apply basic principles Outdoor adventure - Athletics
PSHE *Jigsaw*	Being me in my world: My year ahead, Being a Global citizen The Learning Charter, Consequences, Owning our learning charter Celebrating difference. Mind up	Dreams and goals. Healthy me Mind up	Relationships Changing me (living and growing) Mind up

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Educational Visits	In house volcano workshop	Hampton Court (Covid dependant)	Leavers trip (Covid dependant) Elmbridge Junior citizen (Covid dependant)