



Curriculum Overview for: Year 6
Academic Year 2021-22

Subject	Autumn	Spring	Summer
English	<p>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</p>	<p>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</p>	<p>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</p>
Maths	<p>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)</p>	<p>Maths No Problem Ratio Algebra Area and Perimeter Volume Geometry Position and Movement (Mental arithmetic and Reasoning) Times tables related 12 x 12 facts</p>	<p>Maths No Problem Graphs and Averages Negative Numbers (Mental arithmetic and Reasoning) (Word Problems) (Maths Project) Times tables related 12 x 12 facts</p>
Scientific thinking	<ul style="list-style-type: none"> 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 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 		

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Science	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • Know the theory of evolution • Explain what natural selection is • Explore and challenge modern scientific approaches to genetic modification <p><u>Light</u></p> <p>Describe what a ray of light is and how it travels.</p> <p>Describe materials in terms of their optical properties.</p> <p>Explain the effect of lenses.</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • Recall parts of a circuit and their functions • Explain the impact of adding to, or removing components from, a circuit • Build and create circuit models <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Know the six kingdoms of life and name some examples within them • Describe different classes of vertebrates • Explain what lives in soil habitats 	<p><u>Animals including humans</u></p> <p><u>Blood and Transportation</u></p> <ul style="list-style-type: none"> • Describe the composition of blood and the functions of its components • Describe how our body cares for the health of our blood • Explain the importance of bacteria for our health <p><u>The Heart and Health</u></p> <ul style="list-style-type: none"> • Know how the heart functions and how blood is pumped around the body • Explain how to prevent disease by maintaining a healthy diet • Explore the human heart, understanding what affects heart rate
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	<p>Patterns</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs.</p> <p>Clay</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>	<p>Life/Field drawing</p> <p>Begin to develop an awareness of composition, scale and proportion in their work.</p> <p>Use simple perspective in their work using a single focal point and horizon.</p> <p>Paint</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	

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Design and technology	<p>Research famous designer inventor Use research they have done into famous designers and inventors to inform the design of their own products.</p> <p>Designer: CLIVE SINCLAIR.</p>	<p>Product Design Follow a design brief to achieve an effect for a particular function.</p> <p>Generate, develop, model and communicate they ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> <p>Apply his knowledge of materials and techniques to refine and rework they product to improve its functional properties and aesthetic qualities.</p> <p>Use technical knowledge of famous designs to further explain the effectiveness of existing products and products they have made.</p> <p>Product designer: TREVOR BAYLIS.</p>	<p>Plan series of healthy meals Develop Research, plan and prepare and cook a savoury dish, applying they knowledge of ingredients and they technical skills Use information on food labels to inform choices. Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>Grand finale Develop Use technical knowledge and accurate skills to problem solve during the making process. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately. Apply they knowledge of computing to program, monitor and control their products. Designer/Architect: THOMAS TELFORD</p>
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	Football – use running, jumping, throwing and catching in isolation and in combination, and apply basic principles suitable for attacking and defending	Dodgeball – different throwing techniques with good accuracy, pace, and consistency. Tag Rugby - pass and catch the ball whilst running at different speeds. Keep control of the	Tennis - hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills

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	<p>Dance – perform dances using a range of movement patterns</p> <p>Hockey - apply basic principles suitable for attacking and defending</p> <p>Gymnastics - develop flexibility, strength, technique, control and balance</p>	<p>ball when running and passing, ensuring passing is accurate.</p> <p>Orienteering - Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.</p> <p>Netball - Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.</p>	<p>such as forehand and backhand shots with control and confidence.</p> <p>Rounders - Participate in competitive games, modified where appropriate.</p> <p>Athletics - Understand and apply appropriate pace judgement for the running distance to be covered.</p> <p>Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Cricket - Bowl using an overarm technique, beginning to vary speed and length of delivery.</p> <p>Use skills and tactics to outwit opponents when fielding, bowling, and batting.</p>
<p>PSHE <i>Jigsaw</i></p>	<p>Being me in my world: My year ahead, Being a Global citizen The Learning Charter, Consequences, Owning our learning charter Celebrating difference. Mind up</p>	<p>Dreams and goals. Healthy me</p> <p>Mind up</p>	<p>Relationships Changing me (living and growing)</p> <p>Mind up</p>
<p>Educational Visits</p>	<p>Residential (October)</p>	<p>Hampton Court</p>	<p>Leavers trip Elmbridge Junior citizen</p>