



Our school vision is for our children to be happy and responsible young people who achieve their best.

Yearly Curriculum Overview

Year Group/Phase: 6		Academic Year: 2017/2018	
Literacy	English will be taught according to the Year 6 curriculum and will be adapted as necessary to suit the children's needs.	English will be taught according to the Year 6 curriculum and will be adapted as necessary to suit the children's needs..	English will be taught according to the Year 6 curriculum and will be adapted as necessary to suit the children's needs.
Maths	<p><i>Number - Place Value</i></p> <p><i>Number - Addition, Subtraction, Multiplication and Division</i></p> <p><i>Fractions</i></p>	<p><i>Number - Decimals</i></p> <p><i>Number - Percentages</i></p> <p><i>Measurement</i></p> <p><i>Number - Algebra</i></p> <p><i>Number - Ratio</i></p> <p><i>Geometry and Statistics</i></p>	<p><i>Geometry - Properties of Shapes</i></p> <p><i>Geometry - Position and Direction</i></p> <p><i>SATs revision</i></p> <p><i>Using and applying/problem solving</i></p>
Science	<p><i>Everything changes - evolution</i></p> <p><i>Danger low voltage - circuits</i></p>	<p><i>Light</i></p> <p><i>Human circulatory system</i></p> <p><i>Diet, exercise, drugs and lifestyle</i></p> <p><i>Nutrients in animals and humans</i></p>	<p><i>Reproduction covered in SRE & School Nurse</i></p>
History	The Viking and Anglo-Saxon struggle for England 789 -1066	A contrasting world civilization - Baghdad and early Islamic civilization c. 900 AD	-
Geography	<p><i>Locational Knowledge</i></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><i>Geographical skills and fieldwork</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><i>Locational knowledge</i></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land - use patterns; and understand how some of these aspects have changed over time</p> <p><i>Human and Physical Geography</i></p> <p>Describe and understand key aspects of physical and human geography, including climate zones, biomes and vegetation belts and the distribution of natural resources including energy, food, minerals and water</p>	-
DT	Develop the knowledge, understanding and skills needed to engage in a process of designing and making. To generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.	Develop the knowledge, understanding and skills needed to engage in a process of designing and making. They will be learning to generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.	Develop the knowledge, understanding and skills needed to engage in a process of designing and making in a range of contexts. They will generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.
Art	Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an	Investigate a range of Art forms and the work of various artists from different cultures and religious contexts. Use the understanding	Investigate a range of Art forms and the work of various artists from different cultures and religious contexts. Use the understanding



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	increasing awareness of different kinds of art, craft and design.	gained to produce their own work, using a range of media and styles.	gained to produce their own work, using a range of media and styles.
PE	CT Invasion Games: High 5 Netball *	Go Active: Invasion Games: Tag Rugby *	CT Invasion Games: Football *
	Go Active: Gym	CT Rounders *	Go Active: Kwik Cricket *
	CT Gym: counter tension, counter balance	CT Dance: Commercial & pop culture *	CT Athletics *
RE	Investigate and consider the impact of religion and belief locally, nationally and globally. Make connections between different aspects of religion and belief and consider different forms of religious expression.	What do people believe about life? Theme: Beliefs and Questions/The Journey of Life and Death. Rites of passage and celebrations. How this all relates to a cultural sense of belonging.	Recognise diversity in religion, learn about similarities and differences both within and between religions and the importance of dialogue between them. Communicate ideas clearly, recognising other people's viewpoints. Children consider their own beliefs and values and those of others in the light of their learning in religious education.
R-Time (PSHE and UNCRC articles)	Devising a class charter Gifts and talents Exploring feelings Working cooperatively Communication skills Role models Different types of friends Conflict resolution Managing anger Anti-bullying First Aid	RSE: talking about puberty RSE: male and female changes RSE: puberty and hygiene The concept of well-being Being an effective learner Role models Differences of opinion Agreeing and disagreeing Risky choices Standing out from the crowd Being assertive Anti-bullying	Knowing where to go for help Managing uncomfortable feelings - embarrassment Put-downs and boost ups Breaking friends Forgiveness Supporting each other Anti-social behaviour and the consequences of crime Rules and laws The local courts Voting and debating Having a say in the school community Fund-raising
Music	<i>Songs with different genres. Class set of hired instrument. Children investigating instrument and listening to it on recordings. Learning basic notes and playing simple tunes from written music on a stave.</i>	<i>Songs with different genres. Continuation of Ukulele. Children revise open strings and learning new notes using fingering. Learning to read a score by adding extra percussion instruments with their own score line. Discuss timbre. Musical knowledge quizzes.</i>	<i>Songs with differing genres. Composition in groups using tuned and untuned percussion plus keyboards. A poem/picture or story as inspiration. Children attempting to score it.</i>
French	About myself - name, age Family - conversation + written Instructions/verbs Revise colour Days/months Adverbs of time	Revise date - birthdays Time Jobs/sport - opinion Associated verbs Money - number calculations	Food - healthy/unhealthy + adjective Likes/dislikes/opinion Associated verbs Feelings/emotions Number calculations
ICT	Internet safety Understand computer networks Algorithms	Internet safety Coding	Internet safety
Cross curricular - use search technologies, use a variety of software to collect, analyse and present data,			



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