

Year 6 Curriculum Overview

Term 1 Citizenship	Term 2 Leadership	Term 3 Explorers	Term 4 Expression	Term 5 Flourishing	Term 6
<p>What have I volunteered for?</p> <p>What sustained difference have I made to my community?</p> <p>What has my contribution been to make the world a better place?</p>	<p>How have I enabled others to flourish?</p> <p>How have I inspired others through my actions?</p> <p>How have I maintained positivity with my team in the face of adversity?</p>	<p>How am I finding out about my passions or my place in the world?</p> <p>How can I use reflection to make an informed decision when faced with a challenge?</p> <p>How have I taken myself out of my comfort zone?</p>	<p>How have I expressed myself to an unknown audience confidently and articulately?</p> <p>How do I make a positive impression?</p> <p>How do I express my values with honesty, including the ability to disagree respectfully?</p>	<p>How have I taken responsibility for my well-being?</p> <p>How have I identified and overcome barriers to my well-being?</p> <p>How have I worked to form positive relationships with the wider world?</p>	School's discretion
Independence: Decision Chart	Creativity: Simple Gant Chart	Collaboration: Empathy Map	Independence: Progression Ladder	Creativity: PEE Map	Collaboration: Socratic Questions 6

Science		
Electricity, light and sound	Forces	Classifications & evolution
<p>Electricity: Investigate and construct simple circuits. Link brightness of a lamp or volume of a buzzer to number of cells</p> <p>Light: Use recognised symbols</p> <p>Sound: identify how sounds are made linking to vibrations. Find patterns between pitch and features of an object, find patterns between volume and vibrations, recognise that distance affects faintness of sound</p>	<p>Explain gravity</p> <p>Identify resistance, water resistance and friction</p> <p>Recognise mechanisms including levers, pulleys and gears and their impact</p>	<p>Classification – describe how living things are classified into broad groups</p> <p>Give reasons for classifying plants and animals</p> <p>Evolution and inheritance: Recognise changes over time – link to fossils. Recognise that living create offspring of the same kind. Identify adaptations to environments</p>

Geography	
World Resources / Climate	Town / Country Planning
<p>World resources and climate</p> <p>Economic activity including trade links</p> <p>Distribution of natural resources</p> <p>Describe how countries are interconnected and interdependent</p>	<p>Climate zones, biomes and vegetation belts</p> <p>Understand and describe key impacts that human activity has on the world (Link to Asia and North America – possible case study)</p>

History	
Significant event (turning point in history)	Local study
<p>Using timelines to place and sequence events</p> <p>Describe events using historical vocabulary</p> <p>Describing the impact of the event on that time period and subsequent events in the future</p>	<p>Identify changes over time in chosen locality</p> <p>Use key periods as reference points (e.g time machine to WW1 and Victorian times)</p> <p>Make links to key events across different time periods</p> <p>Understand and describe social, cultural and religious diversities in societies</p>

Design Technology
Make something that has been assured
<p>Produce a design brief that has come from a need. Engage with a client to agree the brief.</p> <p>Produce as agreed plan of action (timescale)</p> <p>Agree steps to assessment e.g: how and when designs will be evaluated. Produce final prototype.</p> <p>Agree final changes. Produce outcomes – consider entrepreneurial designer</p>

Music	
Musical annotation – reading and creating	Controlling performance, combining and devices and effects
<p>Create songs with verses and a chorus</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Use of digital technologies to compose, edit and refine pieces of music (e.g. garage band and dance)</p>	<p>Sing/Play from memory with confidence</p> <p>Hold a part within a round</p> <p>Being to harmonise in a group</p> <p>Conducting a group – selecting levels of volume</p>

PE			
Dance & Gymnastics	Competitive Games	Athletics	Swimming & Outdoor Education
<p>Adapting sequences using different apparatus layouts</p> <p>User dynamic elements in a sequence</p> <p>Make longer and more complex sequences (including from a stimulus)</p> <p>Group sequence and repeat within a timescale</p>	<p>Throwing and catching on the move</p> <p>Gathering and receiving with support</p> <p>Marking tactically</p> <p>Applying rules independently</p>	<p>Demonstrate stamina and endurance in a variety of styles in competitive and non-competitive situations</p> <p>Coach others to improve performance</p> <p>Take part in outdoor and adventurous activities (individually and in teams)</p>	<p>Respond to physical challenges</p> <p>Work collaboratively</p> <p>Use equipment safely and efficiently</p> <p>Plan how to overcome difficulties and problems</p> <p>Work out tactics prior to action</p> <p>Swim 25 m</p> <p>Use a range of recognisable strokes</p> <p>Know how to self-rescue given a variety of water-based situations</p>

Art	
Drawing and Painting	Printing, Sculpture, Textiles
<p>Drawing to show perspective</p> <p>Creating different paint effects</p> <p>Harmonising different colours</p> <p>Investigating pantone</p> <p>Experimenting for effect prior to final composition</p>	<p>Print using cut into blocks (etching)</p> <p>Overlay prints using several different colours</p> <p>Reprint patterns using colours and shapes</p> <p>Create different representations (such as a scene from a story)</p> <p>Create prints using a combination of techniques</p>

MFL	
Family and friends	Restaurants and menus
<p>Engage in conversations</p> <p>Asking questions</p> <p>Expressing opinions and responding to others</p>	<p>Engage in conversations</p> <p>Asking questions</p> <p>Expressing opinions and responding to others</p>

Computing	
Understanding social media	Design and make programmes
<p>E-safety, Digital footprint awareness</p> <p>Recognising fake news/advertising</p> <p>Mis-representation</p> <p>Online bullying and catfishing</p> <p>Age restrictions on different platforms</p>	<p>Coding – Hopscotch and Scratch</p> <p>Website design – drag and drop software</p> <p>Simple games using template</p>
E-safety throughout	

Relationships Education		
Family	Friends	Safety
<p>What marriage is and its stated commitment. Where to ask for help and advice if the family relationship is having a negative impact</p>	<p>How to give as well as seek advice.</p> <p>What is authority and the importance of showing respect</p> <p>The negative implications of stereotyping</p> <p>The importance of seeking permission and associated dangers of not asking for this</p>	<p>Know how personal data might be shared and the dangers of this</p> <p>The problems associated with online friendships</p> <p>How to report concerns about online and other forms of abuse</p> <p>How to seek advise outside school & home</p>