



# Year 6 Curriculum Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Y6</b>	<b>We'll Meet Again</b> <i>Using a wide range of historical sources, this is an overview of WWII, to know the impact the war had on families and children both nationally and in our locality and investigate the legacy of the individuals, policy and technology that we see around us today.</i>		<b>Go Green and Climate Catastrophe</b>		<b>Locked Up London</b> <i>Using historical enquiry to understand this turning point in the development of society with a focus on industrialisation and subsequent population migration, it's positive impact on cities, transport and technological progress.</i>	
<b>Talk for Writing</b>	Red Plot – Warning	Recount – Autobiography/ Biography Stormzy	Ice Forest Plot – Meeting	Explanation Why Trolls are Dangerous	The Gas Mask Plot – Portal	Persuasion – Letters (Personal/Impersonal)
<b>Maths</b>	Place Value Addition, Subtraction, Multiplication and Division	Fractions Converting Units	Ratio Algebra Decimals	Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction Consolidation	Themed projects, consolidation and problem solving
<b>Science</b>	Animals including Humans	Living Things and their Habitats	Electricity	Evolution	Light	
<b>Art</b>	Drawing make my voice heard		Photo Opportunity		Sculpture – Making Memories	
<b>DT</b>		Automata Toys		Steady Hand game		Come dine with me
<b>French</b>	Phonetics 4 At School	World War II	Planets	Healthy Lifestyle	At the Weekend	Me in the World
<b>PSHE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	Songs of World War2	Film Music	Instrumental – (inst 6) North America	Dynamics, pitch and tempo Theme – Fingal's Cave	Theme and Variation – pop art theme	Composing and performing a leavers song



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<b>PE</b>	MODIFIED GAME Tag Rugby or Netball	MODIFIED GAME Football or Gaelic	MODIFIED GAME Tchoukball or Handball	MODIFIED GAME Basketball or Hockey	MODIFIED GAME Tennis or Cricket	MODIFIED GAME Rounders
<b>Computing</b>	Computing systems and networks: Bletchley Park + Online Safety Lesson 1	Programming: Intro to Python + Online Safety Lesson 2	Data handling: Big data 1 + Online Safety Lesson 3	Creating media: History of Computers + Online Safety Lesson 4	Data handling: Big data 2 + Online Safety Lesson 5	Skills showcase: Inventing a product + Online Safety Lesson 6
<b>RE</b>	<p><b>God</b> UC 2b.1 (core) What does it mean if God is loving and holy?</p> <p><b>B1 B2a</b> <b>L2 L3 L4a</b></p>	<p><b>LAS Additional</b> Unit Designed by the School (<i>including Christianity</i>): Do you have to believe in God to be good? [Opportunity to study Humanism/atheism and explore e.g. issues of social justice]</p> <p><b>B1 B2a B2b</b> <b>L1 L2 L3 L4a L4b</b> <b>T1 T2 T3</b></p>	<p><b>Creation</b> UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p> <p><b>B1 B2a B2b</b> <b>L2 L3 L4a L4b</b> <b>T1 T2 T3</b></p>	<p><b>Creation</b> UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p> <p><b>B1 B2a B2b</b> <b>L2 L3 L4a L4b</b> <b>T1 T2 T3</b></p>	<p><b>LAS Compulsory</b> Life Journey – Hinduism/Islam <i>[Hinduism: How do Hindus show they belong?</i></p> <p><i>Islam: How do Muslims show they belong?</i></p> <p><i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i></p> <p><b>B1 B2a B2b</b> <b>L2 L3 L4a L4b</b> <b>T1</b></p>	