

| Year 6 Curriculum Overview 2016-2017 |  |  |  |   |   |  |
|--------------------------------------|--|--|--|---|---|--|
|                                      | Term 1   | Term 2   | Term 3   | Term 4  | Term 5  | Term 6   |
| <b>Topic Title</b>                   | <b>Empire of the Greeks!</b>   |  | <b>River Deep, Mountain High</b>   |   | <b>World War II</b>   |  |
| <b>The Big Question?</b>             | Would you rather be an Athenian or a Spartan?  |  | Are there more mountains in the world than rivers?   |   | Should Britain have declared war on Germany   |  |
| <b>History</b>                       | <p><i>Hi2/2.4 Ancient Greece</i><br/>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>   |  |  |   | <p><i>Hi2/2.2 Extended chronological study</i><br/>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br/>For example:<br/>a. the changing power of monarchs using case studies such as John, Anne and Victoria<br/>b. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century<br/>c. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day<br/>d. a significant turning point in British history, for example, the first railways or the Battle of Britain</p> |  |
| <b>Geography</b>                     | <p><i>Ge2/1.1 Locational Knowledge</i><br/>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br/>Ge2/1.1b 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<br/>Ge2/1.1c 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>Ge2/1.4 Geographical Skills and Fieldwork</i><br/>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br/>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |   |   |  |
| <b>English</b>                       | <p><b>Adventure of Odysseus</b><br/><b>TfW Genre:</b> Conquering a monster<br/><br/><b>Fiction Focus:</b><br/>Description of character/monsters<br/><br/><b>Non fiction focus:</b><br/>Non-chronological report</p>  | <p><b>Tom's Midnight Garden</b><br/><b>TfW Genre:</b> Portal Story<br/><br/><b>Fiction Focus:</b><br/>Movement between a real and fantasy world<br/><br/><b>Non fiction focus:</b><br/>Recount (Diary)</p> | <p><b>Floodlands</b><br/><b>TfW Genre:</b> Losing tale<br/><br/><b>Fiction Focus:</b><br/>Suspense<br/><br/><b>Non fiction focus:</b><br/>Explanation</p>  | <p><b>The Garbage King</b><br/><b>TfW Genre:</b> Meeting Tale<br/><br/><b>Fiction Focus:</b><br/>Dialogue<br/><br/><b>Non fiction focus:</b><br/>Persuasive writing</p> | <p><b>Goodnight Mr Tom</b><br/><b>TfW Genre:</b> Character flaw<br/><br/><b>Fiction Focus:</b> Openings<br/><br/><b>Non-fiction Focus:</b><br/>Discussion</p>   | <p><b>Skellig</b><br/><b>TfW Genre:</b> Finding tale<br/><br/><b>Fiction Focus:</b><br/>Dilemma and build ups<br/><br/><b>Non-fiction Focus:</b><br/>Recount (Diary)</p> |
| <b>Maths</b>                         | <ul style="list-style-type: none"> <li>- Number: Place Value</li> <li>- Number: Addition, Subtraction, Multiplication and Division</li> <li>- Fractions</li> </ul>   |  | <ul style="list-style-type: none"> <li>- Number: Decimals</li> <li>- Number: Percentages</li> <li>- Measurement</li> <li>- Number: Algebra</li> <li>- Number: Ratio</li> <li>- Geometry and statistics</li> </ul>  |   | <ul style="list-style-type: none"> <li>- Geometry: Properties of Shapes</li> <li>- Geometry: Position and Direction</li> <li>- Post SATs Project</li> </ul>   |  |
| <b>Science</b>                       | Changing Circuits  | Light and Sound  | Classifying living things  | Evolution and inheritance   | Our Bodies  |  |
| <b>P.E.</b>                          | <ul style="list-style-type: none"> <li>- Invaders</li> <li>- Inside Out</li> <li>- Bootcamp</li> </ul>   | <ul style="list-style-type: none"> <li>- Dynamic Dance</li> <li>- Going for Goals</li> <li>- Mighty Movers</li> </ul>  | <ul style="list-style-type: none"> <li>- Gym sequences</li> <li>- You are what you eat!</li> <li>- Step to the beat</li> </ul>   | <ul style="list-style-type: none"> <li>- Active Adventure</li> <li>- Bood and Guts</li> <li>- Gym Circuits</li> </ul>   | <ul style="list-style-type: none"> <li>- Young Olympians</li> <li>- Healthy Mind</li> <li>- Cool Core</li> </ul>  | <ul style="list-style-type: none"> <li>- Nimble Nets</li> <li>- Germ busters</li> <li>- Multi-fitness</li> </ul>   |

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| Art OR D&T | DT - Twinkl Unit: Marbulous Structures   | Art - Greek gods and temples (3D clay modelling)   | DT - Twinkl Unit: Global Food  | Art - Landscape paintings  | DT - Twinkl Unit: Felt Phone Cases  | Art - Absract Art  |
| Music      | - Brass Band: Listen with attention to detail and recall sounds with increasing aural memory     | - Brass Band: Use and understand staff and oher musical notation.<br>- Christmas concert: Singing focus  | - Brass Band: Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. | - Brass Band: Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. | - Brass Band: Imnprovise and compose music for a range of purposes using inter-related dimensions of music. | - Brass Band: Imnprovise and compose music for a range of purposes using inter-related dimensions of music.<br>- End-of-year production: Singing focus |
| R.E.       | <b>Judaism</b><br>- Menorah<br>- Rosh Hashanah<br>- Yom Kippur<br>- Hanukkah<br>- Pesach 1 and 2 | <b>Chrisianity</b><br>- The Bible<br>- Why is it important?<br>- What can be found in it?<br>- What can be learnt from it?<br>- The story of Mary Jones<br>- Christmas | <b>Sikhism</b><br>- Guru Nanak<br>- Guru Granth sahib<br>- Gurdwara  | <b>Christianity</b><br>- Eucharist/communion<br>- Prayers<br>-Easter   | <b>Sikhism</b><br>- 5 Ks<br>- Symbols<br>- Festivals<br>- Pencecost   | <b>Living a Christian Life</b>   |
| Computing  | <b>Rising Stars: Switched on Computing</b><br>- We are app planners                              | <b>Rising Stars: Switched on Computing</b><br>- We are project managers  | <b>Rising Stars: Switched on Computing</b><br>- We are market researchers  | <b>Rising Stars: Switched on Computing</b><br>- We are interface designers   | <b>Rising Stars: Switched on Computing</b><br>- We are app developers                                       | <b>Rising Stars: Switched on Computing</b><br>- We are marketeers  |
| PSHE       | - New Beginnings   | - Getting on and falling out<br>- Say No to Bullying   | - Going for Goals  | - Good to be me  | - Relationships   | - Changes<br>- Sex and relationship education  |