
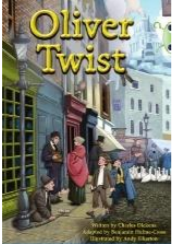
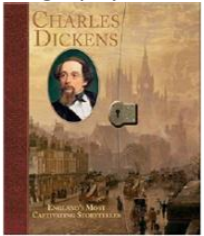
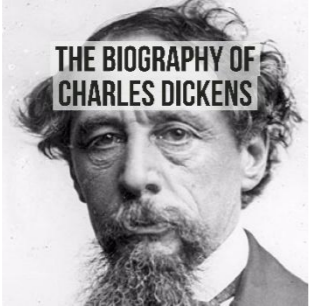
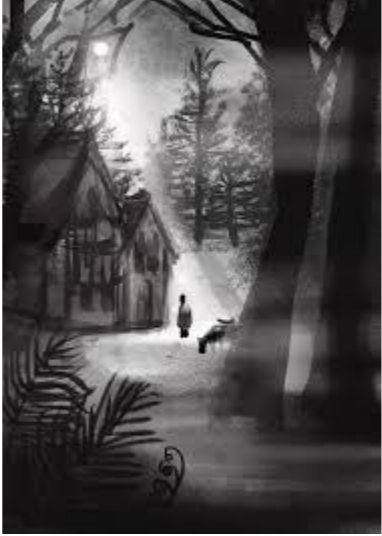
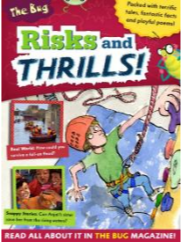
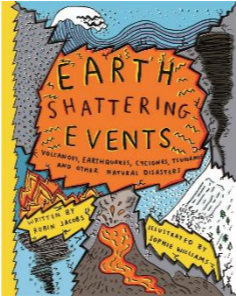
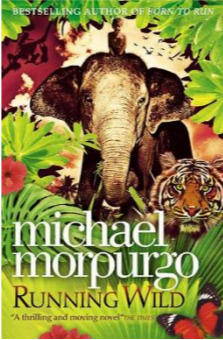
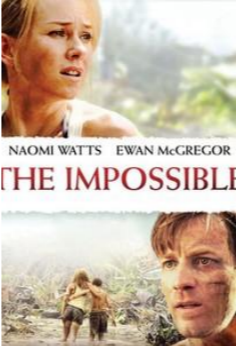
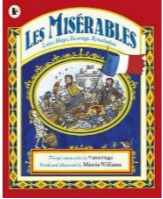


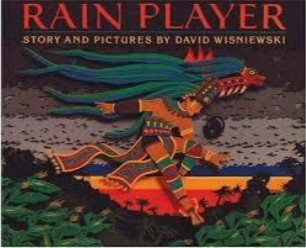
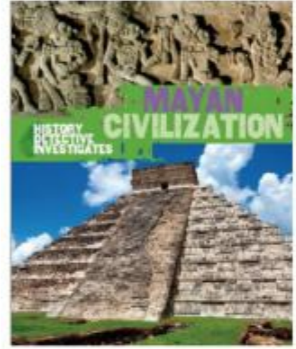
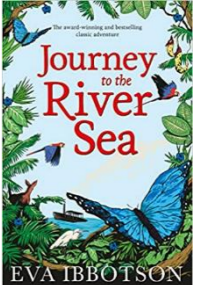
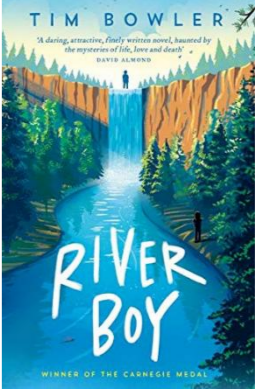


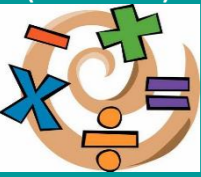
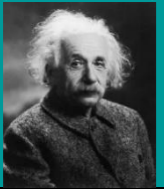










YEAR 6 CURRICULUM OVERVIEW

TOPIC	The Victorians		Natural Disasters	France	The Mayans	Rivers
TERM	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Narrative Narrative with a historical focus Biography	Narrative - Poetry Narrative - Mystery	Non-fiction – non-chronological report	Narrative with a historical focus Non-fiction – non-chronological report	Narrative from another culture	Adventure Narrative
Our amazing texts	<p>Here we Are by Oliver Jeffers</p>  <p>Oliver Twist by Charles Dickens</p>  <p>Biography of Charles Dickens</p>  <p>Literacy Shed+ (Biography of Charles Dickens)</p> 	<p>The Listeners by Walter De La Mere</p> 	<p>Risks and Thrills by Pearson Active Learn (GR text)</p>  <p>Earth Shattering Events By Robin Jacobs</p>  <p>Running Wild by Michael Murpurgo</p>  <p>The Impossible – film trailer</p> 	<p>Les Misérables by Marcia Williams (Victor Hugo) Playscripts</p>  <p>A Walk in Paris by Salvatore Rubbino</p>  <p>This is Paris by M Sasek</p> 	<p>Rain Player by David Wisniewski</p>  <p>CIVILIZATION HISTORY ACTIVITIES BY STEPHEN WATKINS</p> 	<p>The Journey to the River Sea by Eva Ibbotson</p>  <p>River Boy by Tim Bowler</p> 

<p>Narrative</p>	<p>STREET CHILD... character descriptions building on Year 5.</p>	<p>What happened next.... to write a mysterious story about what happened next to the Traveller. Focus on vocabulary and sentence structure.</p> <p>Setting description</p>	<p>Setting Description Contrasting the opening scene from serenity to chaos.</p>	<p>Story writing – Describing the opening scene Write as one of the characters - different viewpoints</p>		<p>Write a sequel to River Boy Concentrate on the opening chapter.</p>
<p>Poetry</p>		<p>To write an alternative version of The Listeners – changes in vocabulary and particular lines of the poem to be adapted. Focus on synonyms</p>				<p>Water Poetry</p>
<p>Non-Narrative</p>	<p>Letter from Oliver Twist to Mr Bumble - children cannot possibly survive on gruel. How can the diet of those in the workhouse be changed for good?</p> <p>Non-chronological report about Charles Dickens??</p>		<p>Non-chronological report – Volcanoes, Earthquakes and Tsunamis</p> <p>Newspaper report Boxing day Tsunami – biggest one in history.</p>	<p>Write a letter from one character to another – Eponine to Marius or Cossette to Marius</p> <p>Persuasive leaflet Paris as the setting</p>	<p>Chronological Report The Mayans and their civilisation</p> <p>Newspaper report Of the game in Rain Maker.</p>	<p>Letter From Jess to Grandpa after his death about the journey to the sea.</p>
<p>GPS</p> <p> Year-6-GPS-Long-Term-Plan.pdf With direct links to resources</p>	<p>Ready to write Year 6 - recap of year 5 objectives.(Autumn) Ensure use of parenthesis, relative clauses, modal verbs, adverbs for cohesion, expanded noun phrases, verb form and commas to clarify meaning.</p> <p>Punctuation 1 (Spring) Colons to introduce a list Semi-colon in a list Bullet points - consistent punctuation</p>	<p>Synonyms and antonyms (Autumn) The listeners – synonyms for said and using the vocabulary from the poem, find synonyms to rewrite it. Antonyms –</p> <p>Word Classes (Autumn) Subject and object – What happens next... use clauses from Listeners to identify subject and object.</p> <p>Punctuation 2 (Spring) Semi-colons to mark boundaries between independent clauses – poem uses semi colons to join connected independent clauses.</p> <p>Colons to mark boundaries between independent clauses - Poem uses colons to separate independent clauses – no connection.</p>	<p>Active and Passive voice (Spring) Cause and effect – Earthquakes/volcanoes/tsunamis and tectonic plates – book written in active – convert to passive.</p> <p>Hyphens To avoid ambiguity</p>	<p>Subjunctive form (Autumn) “If I were....” Write as if you are a character from Les Miserables putting yourself in the place of the character – JVJ, Marius, Eponine, Fantine or Cosette</p> <p>Formal and Informal Speech – from the film and using the text and the comic strip.</p>	<p>Cohesion Linking paragraphs and phrases</p>	<p>Incorporate all of year 6 objectives into writing.</p>

GUIDED READING (2.5 hours wk) 	Guided Reading - Oliver Twist	Guided Reading - Road to Freedom	Guided Reading – Risk and Thrills including Flood Alert (non-fiction) A Railway Carriage (poetry) and The Red Lady (narrative)	Guided Reading - Risks and Thrills including – Cake Catastrophe (narrative) Pukka (non-fiction) Switched (narrative)	Guided Reading – Beyond the Horizon (narrative)	Guided Reading – The Tree (poetry)
POW	x	x	X	x	Additional Writing (1 hour)	Additional writing (1 hour)
MATHS (5 hours wk) 	Baseline assessments Number System/Place Value Addition/Subtraction Division/Multiplication	Measure Geometry Statistics Fractions Assessment	Addition/Subtraction Division/Multiplication Statistics Geometry Division/Multiplication	Measure Addition/Subtraction Division/Multiplication Fractions Assessment	Number system/Place value Addition/Subtraction Division/Multiplication Fractions Measure/geometry	Number systems/Place value Addition/ subtraction Division/Multiplication Measure Statistics Assessment
SCIENCE (2 hours wk) 	Working scientifically- Rigby Rising Stars Science Scheme.	Electricity- Rigby Rising Stars Science Scheme.	Light- Rigby Rising Stars Science Scheme.	Evolution- Rigby Rising Stars Science Scheme.	Classification- Rigby Rising Stars Science Scheme.	Healthy Bodies- Rigby Rising Stars Science Scheme.
COMPUTING (1 hour wk) 	Intro to Python- KAPOW. Using the programming language 'Python', which is used in business and industry, children create designs, Islamic art and Mondrian-inspired art. They learn how to create loops and nested loops to make their code more efficient, while becoming more familiar with this text-based programming language.	Big Data 1- KAPOW. ‘Big Data’ describes the ways that companies and organisations use data in their work. Children will identify how barcodes and QR codes work. They will learn how infrared waves are used for the transmission of data while recognising the uses of RFID as well as gathering, analysing and evaluating data collected from RFID data collection points.	Big Data 2- KAPOW. In this topic, children build upon their knowledge of how networks and the Internet are able to share information. They will learn how big data can be used to design smart buildings to improve efficiency, before designing their own smart schools. They will also explore the potential dangers of big data.	Bletchley Park 1- KAPOW. Bletchley Park is considered the home of modern computing. In this 10 week topic, children can discover the history of Bletchley and learn about code breaking and password hacking. They will have the opportunity to demonstrate some of their digital literacy skills by creating presentations about historical figures.	Bletchley Park 2- KAPOW. In the second part of our Bletchley Park topic, children write, record and edit radio plays set during WWII, look back in time at how computers have evolved from being larger than a room to fitting into the palm of your hand, and design a computer of the future	A Skills Showcase- KAPOW. A cross curricular DT and Computing topic, offers pupils the opportunity to consolidate their learning across multiple areas of Computing. Designing a product, pupils: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products and then create their own websites and video adverts to promote their inventions

<p>PE (2 hours wk)</p> 	<p>Y6 Orienteering – Belton House</p> <p>Y6 Outdoor Activities - PGL Residential</p> <p>Swimming</p>	<p>Dance – Oliver Twist</p> <p>Basketball</p>	<p>Circuit Training</p> <p>Gymnastics – natural disasters</p>	<p>Dance – El Caminante – circus skills</p> <p>Gymnastics – an adventure to Disneyland Paris</p>	<p>Rounders</p> <p>Circuit Training</p>	<p>Athletics</p> <p>REAL PE</p>
<p>History/Geography (1.5 hours wk)</p> 	<p>Workhouse</p> <ul style="list-style-type: none"> • A study of a theme in British history. <p>Children find out about the lives of Victorian children, how attitudes towards children changed, and the people who are remembered for their part in these changes. Children develop their understanding of the concept of change and continuity and their sense of period, by looking at the characteristic features of children’s lives in the Victorian period. They build on their understanding of chronology by locating the Victorian period within a time framework, and by sequencing changes within the period.</p>	<p>Natural Disasters</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: mountains, volcanoes and earthquakes and the water cycle <p>It feels at times that our world is fighting against us. In this topic, we will be discovering the science behind earthquakes, volcanic eruptions and tsunamis. We will be exploring the make-up of our Earth below the surface that we see and the effects that natural disasters have had on those who have been unfortunate enough to be in Mother Nature’s way. Looking a little closer to home, we will explore the effects of erosion on our coastline.</p>	<p>France</p> <p>Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>In this unit about France, children will first find out about the continent of Europe, and the countries that form it. They will also look in more detail at France and find out about its landscape, climate and location. There is the opportunity to carry out a detailed fieldwork study of the children’s local area to help them to identify the similarities and differences between a region of France and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates.</p>	<p>The Mayans</p> <ul style="list-style-type: none"> • A non- European society that contrasts with British history <p>The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped.</p>	<p>Splash</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: vegetation belts, rivers <p>The children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.</p>	
<p>Art (1 hour wk)</p> 	<p>Still Life – Charcoal – KAPOW.</p> <p>In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work.</p>		<p>Photomontage – landscapes/ the environment</p> <p>Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. By familiarising themselves with new photography artists, children can gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.</p>		<p>3D sculpture</p>	
<p>DT (1 hour wk)</p>		<p>Mechanical toys/ automatons- KAPOW.</p>		<p>Come dine with me- KAPOW. Working in groups, children research and prepare a three-</p>		<p>Bridges- KAPOW. This topic develops children’s understanding of secure</p>

		<p>Using woodworking materials and skills, pupils construct a window display using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and background.</p>		<p>course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to include in a class cookbook.</p>		<p>structures and introduces them to measuring, sawing and joining wood accurately. After learning about different types of bridges and also exploring how the strength of structures can be affected by the shapes used. Children create their own wooden bridge and test its durability.</p>
<p>Music (1 hour wk)</p> 		<p>Music – singing and performing</p>		<p>Music for Film</p>		
<p>RE/PSHE (30 mins + assembly)</p> 	<p>Community – Christianity</p> <ul style="list-style-type: none"> ☑ How is Christian belief expressed collectively? ☑ How does Christian worship and celebration build a sense of community? ☑ Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world 	<p>God – Islam</p> <ul style="list-style-type: none"> ☑ What do the main concepts in Islam reveal about the nature of Allah? ☑ What is the purpose of visual symbols in a mosque? 	<p>Life's Journey – Hinduism</p> <ul style="list-style-type: none"> ☑ How do Hindus show they belong? ☑ What value does religion bring for religious people? ☑ How does this relate to ideas about community, identify and belonging? ☑ Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity) 			
<p>MFL (1 hour wk)</p> 	<p>Who are you? (Kapow)</p>		<p>Our World (Kapow)</p>			<p>Let's Write (Kapow)</p>