



Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

## Year 6 Curriculum Overview: Spring Term 2020

Subject Overview (Non Cross-Curricular)								
Writing	Reading	Maths	French	Music	Computing	PE	RE	Community Time and PSHE
Short narrative  Non-chronological reports  Informal and formal letter writing	The Island by Armin Greder  Skills: Fact Finding; Inference; Prediction; Word Meaning; Summarising; Structure of texts; Using evidence to support your thoughts and opinions	Area and Perimeter  Converting measures to solve problems  Geometry  Statistics  Algebra	Parts of the body	Plastic:  Listen and Appraise Pulse Rhythm Learn the song Write rhyming couplets Write a chorus Write verse and bridge Song Structure Performance	'Visualising My Superhero': Databases and Mircrosoft Excel	Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations.	Creation and Fall  Salvation	Love  What are Human Rights?

### Cross-curricular Topic Planning: River Power

Topic Learning Goal: To explore and understand how natural features and energy are important to our lives and our future.

Writing	Reading	Maths	Science	DT	Geography	Art
Working towards the expected standard: use paragraphs to organise ideas  use simple devises to structure the writing  use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	I can retrieve and record key information from the text I have read  I can explore the meaning of words in a context	Measure, calculate area, perimeter and volume.  I can create and interpret pie charts	Working Scientifically: identifying scientific evidence that has been used to support or refute ideas or arguments  reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations  recording data and results of increasing complexity using scientific diagrams and labels,	apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  human geography, including: types of settlement and land use, economic activity including	To create sketch books to record their observations and use them to review and revisit ideas  To improve their mastery of art and design techniques, including

<p>Working at the expected standard: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Working at greater depth: exercise an assured and conscious control over levels of formality</p> <p>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^</p>	I can infer information from the text I have read	and line graphs and use these to answer questions	<p>classification keys, tables, scatter graphs, bar and line graphs</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Electricity:</p> <p>1. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>2a. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>2b. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	trade links, and the distribution of natural resources including energy, food, minerals and water	<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
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Phase	Subject and Learning Goal	Skills	What does it look like?
1	<p>Art:</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Geography:</p> <p>To understand the features of a river</p>	<p>Sculptural art</p> <p>Mixing of colours and tones that represent the natural world.</p>	<p>Create a model river</p> <p>Photograph of completed model</p>
Extension	To label their model identifying all of the different features of a river.		
2	<p>Geography:</p> <p>To understand the vital role of the amazon for the people of South America.</p> <p>Maths:</p> <p>To calculate area, perimeter and volume</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle: To locate and describe key features of the amazon</p> <p>Calculate the area perimeter and volume of the amazon.</p>	<p>A research task including satellite images and sketches of the River Amazon, with annotated countries that it passes through. Conclusions will be drawn from the research data.</p> <p>Extra key facts from the data that was presented: its source, area, perimeter and volume; settlements and usage.</p> <p>Trip to the Eden project (June 2019)</p>
Extension	Compare the features of the River Amazon to the River Yeo.		
3	<p>Science:</p> <p>I can explain the importance of major discoveries in electricity</p>	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>I can retrieve and record key information from the text I have read</p> <p>I can explore the meaning of words in a context</p> <p>I can infer information from the text I have read</p>	<p>The study of Benjamin Franklin, Alessandro Volta, Michael Faraday, Thomas Edison, Lewis Latimer, William Gilbert and completed reading comprehension.</p>
Extension	Produce a fact file on one of the scientists.		
4	<p>Science:</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Investigate skills:</p>	<p>Open investigation where children can choose from the equipment and materials given to make a range of series circuits and draw these in their books using the correct electronic symbols.</p>

		reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Use recognised symbols when representing a simple circuit in a diagram.	
Extension	Children create and draw a range of parallel circuits.		
5	<p>Science</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>Science:</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	Open investigation where children explore the differing effects of different voltages when placed in a circuit. Children draw diagrams, labelling the voltage and write a brief explanation of their findings in relation to the voltage within the circuit.
6	<p>Maths:</p> <p>I can create and interpret pie charts and line graphs and use these to answer questions</p>	<p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	Children complete investigate the question: Does the length of wire affect the components within a circuit. They need to plan and record their experiment along with a plotted graph of their results.
7	<p>Science: To understand a range of sustainable energy resources: hydroelectricity/ solar power</p> <p>DT: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	identifying scientific evidence that has been used to support or refute ideas or arguments (climate change).	<p>A research task into a range of sustainable energy sources.</p> <p>A model of a solar panelled car / battery powered car using a range of resources.</p>
8	To write an information text about rivers.		
Extension	To write an information text about another natural phenomenon.		

## Cross-curricular Topic Planning: Mad Inventors: Early Civilisations

Topic Learning Goal: To a non-European society, that provides contrasts with British history

Writing	Maths	Geography	History	DT
<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to</p>	<p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>interpret and construct pie</p>	<p>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</p>	<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>

<p>suggest degrees of possibility)</p> <p>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p> <p>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>	<p>charts and line graphs and use these to solve problems</p>	<p>characteristics, countries, and major cities</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p>I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p>
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Phase	Subject and Learning Goal	Skills	What does it look like?
	Geography: To identify the types of settlement and land use, economic activity including trade links across area of the world.	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<p>Annotated drawings and maps of the world's trade routes with a focus on chocolate.</p> <p>To study 'Fairtrade' and how it impacts the creators of chocolate across the world.</p>
Extension	Investigate how the Co-Op supermarket supports Fairtrade, not just in chocolate but in other products too.		
	Geography: To identify when the Mayan Civilisation was in existence and to identify where they settled.	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.	Annotated drawings and maps of the Mezo-America region (Central America).
Extension	Create a map of the modern day borders of Central American and describe how it has changed over time.		
	History: To research and study, in more depth, the Mayan Civilisation and compare and contrast is similarities with other civilisations after it, including British history.	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<p>Timelines</p> <p>Maps</p> <p>Information page</p> <p>Information posters</p>
Extension	Create a non-chronological report about the Mayan Civilisation.		
	DT: To perform research to inform prototypes.	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Market research on which chocolate products already exist.</p> <p>Survey created and carried out across the school to inform the design of the chocolate.</p> <p>Cross-sectional designs of potential prototypes.</p>
Extension	Publish your survey using the tools on Microsoft Excel		
	Maths: To publish my survey results as a pie chart	interpret and construct pie charts and line graphs and use these to solve problems	Draw pie charts
Extension	Create a graph of your choice to demonstrate your results		
	DT: To create a packaging, suitable for your chocolates.	Recognise, describe and build simple 3-D shapes, including making nets	The design and creation of a card box, using a net that has been designed by the child.
Extension	Using a laptop create your own product logo.		
	DT: To follow your own instructions to make your chocolates	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Photos of completed chocolates

Extension			
	DT: To carry out an evaluation of your chocolates	I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.	Completed evaluation form
	<p>Writing: To produce a persuasive poster / advert for your chocolate.</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p> <p>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>	Posters, written script for an advert.
Extension	To record a radio advert for your product.		