Year 6 Curriculum Overview 2024-2025

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Topic | Change for the better | What have they taught us? | Where would we be without water? | Healthy body, healthy minds | Our beautiful world | |
| Core books for English (novel studies) | **Fairy tails**  **Whitby Abbey** | **Wonder** | **Floodland** *by Marcus Sedgwick* | **Holes** | **Alma** | **End of year production** |
| Focused Writing Outcomes | **To Entertain**  Suspense story  **To inform**  Electricity science report | **To Entertain**  Chapter in a novel  **To Inform/persuade:**  Eulogy speech/poem | **To Entertain**  Flashbacks  **To Inform:**  Titanic newspaper report | **To Entertain**  Diary  **To Inform/explain:**  Balanced argument | **To persuade**  Letter  **To Inform:**  NCR | **To Inform:**  Biography |
| Reading | **Wolves of Willoughby chase** | **Poems** | **Holes** | **Pig Heart boy** | **Darwin’s Dragon** | **Orphans of the tide** |

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|  | Term 1 & Term 2 | Term 3 & 4 | Term 5 & 6 |
| Maths | -Number: Place Value,  -Number: Addition and Subtraction  -Number: Multiplication and Division  -Number: Fractions  -Measurement: converting measure | -Number: Ratio  -Number: Algebra  -Number: Decimals  -Number: FDP  -Measurement: Perimeter, Area and Volume  -Statistics | -Geometry: properties of shape  -Geometry- position and direction  -Consolidation  -Themed Projects and problem solving |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Science | Electricity – What happens when you change the components of a circuit?  Using recognised symbols in circuits  **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  • 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.  • Use recognised symbols when representing a simple circuit in a diagram. | Light – How do the inventions of Percy Shaw work?  What is the relationship between light sources, objects and shadows?  **Light**  • Recognise that light appears to travel in straight lines.  • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects | Classification of living things – What is significant about the work of Carl Linnaeus?  **Living things and their habitats**  • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  • Give reasons for classifying plants and animals based on specific characteristics. | The main parts of the human circulatory system including the functions of the heart, blood vessels and blood  How are nutrients and water transported within animals including humans  **Animals, including humans**  • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  • Describe the ways in which nutrients and water are transported within animals, including humans. | Evolution and inheritance - What did Mary Anning discover?  How does adaptation lead to evolution?  **Evolution and inheritance**  • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | |
| planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  using test results to make predictions to set up further comparative and fair tests  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  identifying scientific evidence that has been used to support or refute ideas or arguments | | | | | |

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|  | **Term 1&2** | | **Term 3&4** | **Term 5&6** |
| History | The Kingdom of Benin – The building of an empire | What is the historical significance of the Reading Black History Mural? | Is the modern-day approach to crime and punishment fairer than it used to be? | What is the legacy of the British Empire? |
| * Place current topic of study on a timeline in relation to previous periods of study * Think critically weighing evidence and sifting arguments * Begin to understand about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings * Compare and contrast accounts of events from different perspectives, offering some explanations for different versions of events * Understand terms such as; empire, civilisation, parliamentary and peasantry * Understand historical concepts such as continuity, change, cause and consequence * Understand connections between local, regional, national and international history * Link sources and work out how conclusions were arrived at * Consider ways of checking the accuracy of interpretations – fact, fiction or opinion? * Use the library/internet confidently for research | | | |

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|  | **Term 1&2** | **Term 3&4** | **Term 5&6** |
| Geography | North East and North West of England, Yorkshire and the Humber and Scotland - counties, cities, hills, mountains, coasts, rivers and land use patterns – have these changed over time? | Similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America  Amazon, Berkshire and Alps | Rivers – physical aspects; source, tributary, stream, waterfall, lake, meander, flood plain, erosion, sediment, mouth, estuary, sea, fresh water, salt water  Coasts |
| * Use maps, atlases, globes and digital/computer mapping including Geographical Information Systems (GIS) to locate countries and describe features * Use 8 points of the compass and 6 figure grid references * Use all symbols and key on OS maps * Use different types of field work sampling; random and systematic, to observe, measure and record human and physical features * Record results and geographical information in a variety of ways, appropriate to audience, including writing at length * Create detailed, labelled maps of locations identifying patterns such as: land use, climate zones, population densities, height of land | | |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Art |  | Art as a Voice - social record through time |  | Printing and painting  Georgia O’Keeffe – still lifeline drawing |  | Monet – light |
| * Select and record from first hand observation, experience and imagination, and explore different ideas for different purposes * Explore the roles and purposes of artists, architects and designers working in different times and cultures * Compare ideas, methods and approaches in their own work and that of others’ work and say what they think and feel about them * Adapt their work according to their views and suggest how ideas can be developed further * Develop ideas using different or mixed media in a sketchbook * Show an awareness of how paintings are created (composition) * Print using a variety of different objects and techniques including layering * Select appropriate printing materials to achieve a desired effect * Plan a sculpture through drawing, sketching and other preparatory work selecting suitable materials and construction techniques | | | | | |
| DT | **Electrical Systems**  **Alarming Vehicles**  More complex switches and circuits (including programming, monitoring and control)  Design, create and evaluate a ‘wire loop game’ – understand the use of circuits and buzzers and/or motors in products |  |  | **Food**  Celebrating culture and seasonality  (including cooking and nutrition requirements for KS2)  Grilling – prepare and cook a healthy savoury dish that involves grilling |  | **Structures**  Frame structures |
| * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular groups or individuals * Generate, develop, model and communicate our ideas through the use of prototypes, pattern pieces and computer aided design as well as discussion, annotated sketches, cross sectional and exploded diagrams * Be able to select from a wide range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * Know how to use and be able to select from a range of tools and equipment to perform practical tasks accurately * Investigate and analyse a range of existing products * Apply the principles of a healthy and varied diet knowing how and where a variety of ingredients are grown, reared, caught and processed | | | | | |

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| French | La phonétique  (Phonics & Pronunciation) | Je me présente (Presenting Myself) | Ma famille  (My Family) | Traditions et Célébrations (Traditions & Celebrations) | En classe  (In the Classroom) | Les habitats  (Habitats) |
| RE |  | **Religion:** Christianity  **Theme:** Christmas  How can music and the arts help express and communicate religious beliefs? – How significant is it that Mary was Jesus’ mother? |  | **Religion:** Christianity  **Theme:** Easter  To what extent do religious beliefs influence and encourage ‘good’ behaviour – What is the best way for Christians to show commitment to God? Is Christianity still a strong religion 2000 years after Jesus was on Earth? |  | **Religion:** Islam  **Theme:** Beliefs  To what extent does participating in worship and/or prayer generate a sense of belonging? – What is the best way for a Muslim to show commitment to God?  How might beliefs and community shape a person’s identity? – Does belief in Akhirah (life after death) help Muslims lead good lives? |
| **•**I can explain how the concept/belief eg. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs  •I can express my own thoughts etc. having reflected on them in relation to other people’s  •I can recall facts about religions and explain differences in practice and interpretation within and between religions/belief systems  •I can weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer, supported with evidence/rationale | | | | | |
| Music |  | Livin’ On A Prayer – An appreciation of classic rock; singing, playing, improvising and composing |  | Make You Feel My Love – Pop Ballads; singing, playing, improvising and composing |  | Summer Production- Present performances effectively and confidently with an awareness of audience, venue and occasion. |
| * Sing with increasing control of breathing, posture and sound projection * Sing songs in tune and with an awareness of other parts * Perform confidently as a member of a large group, small group and individually * Present performances effectively with an awareness of audience, venue and occasion * Use ICT to change and manipulate sounds * Explore, select and combine a range of different sounds to compose a soundscape * Improve their work through analysis, evaluation and comparison * Develop an understanding of the history of music * Appreciate and understand a wide range of music from different traditions, composers and musicians | | | | | |
| PE | Gym Unit T – Bridges  Games Unit 1- Invasion games –  Hockey | Games Unit 2 –  Football  Dance Unit 3 – The Rainforest, Hunting in Unknown Territory | Invasion games  basketball  Court/Net games  (tennis/badminton) | Gym Unit W – Spinning and Turning  Games Unit 4 – Invasion games (ball handling) – Handball/volleyball | Outdoor Adventure  Cricket/rounders  Athletics unit 1 | Dance Unit 2 – Theseus and the Minotaur, Cat’s Cradle  Athletics Unit 2  Year 6 Outdoor Adventure |
| * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance * Develop skills and confidence to perform dances using a range of movements * Learning how to improve upon previous achievements and achieve a personal best * Take part in outdoor and adventurous activity challenges both individually and as part of a team | | | | | |
| PSHE | What jobs would we like? | How can we keep healthy as we grow? | How can we help in an emergency? | How can the media influence people? | How can friends communicate safely? | Sex and relationship education |
| Computing | **Unit 6.1**  Coding  *2code* | **Unit 6.2**  Online safety  **Unit 6.4**  Blogging  *2Blog* | **Unit 6.3**  Spreadsheets  *2Calculate* | **6.7**  Quizzing  *2Quiz* | **Unit 6.5**  Text adventures  **Unit 6.6**  Networks | **Unit 6.8**  Understanding Binary  **Unit 6.9**  Spreadsheets *( with Microsoft Excel or Google sheets)* |
| **E-safety assembly:**  Who likes taking selfies? Where might a selfie end up?Can we ever delete a selfie if it ends up online? | **E-safety assembly:**  Group Chats – What is a group chat? How might we use a group chat? If I share a picture in a group chat, does that mean other people could see it? | **E-safety assembly:**  What do we mean by permanent? If we put something online surely we can just take it off again later, right? What are my choices around my online presence? | **E-safety assembly:**  Group Chats – What is a group chat? How might we use a group chat? If I share a picture in a group chat, does that mean other people could see it? | **E-safety assembly:** Profile party! – What do we mean by a profile? Where might you have a profile? How can you keep your profile safe from hackers? | **E-safety assembly:**  What is a private messenger? Who might you talk to on private messenger? What if someone you don’t know tries to talk to you on private messenger? |
| * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | | | | |