Year 6 Curriculum

Learning Updates detail the learning and enrichment activities that have taken place in class each week.

The teaching of reading and writing in English will be focussed around enhancing knowledge of the text type, school value, the thread, or the topic.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thread	**Leaders Through Time**	**Changing communities**	**Ethics and Citizenship**	**Leaders through time**	**Ethics and Citizenship**	**Changing communities**
School Value	**Individuality**	**Community**	**Responsibility**	**Individuality**	**Responsibility**	**Community**
English	**Free verse-the poetry of pity** Consider the propaganda and impact of community pressure on conscription & create own poems, focusing on figurative language **Recount texts-diary entries** Compose diary entries in role to reflect the internal conflict felt by the characters.	**Narrative-Flashbacks using digital literacy:** Examine the structure of flashback stories, creating a plausible and realistic 'thread'. Use language to show events & emotions, rather than tell. **Poetry-Free Verse-The Power of Imagery**	**Narrative-Gothic Horror-Frankenstein** Explore a text in detail, focusing on the use of foreshadowing to build and create tension. Write in the style of the author to create own plot. **Narrative-short stories**-building suspense through structure, language choices and foreshadowing	**Narrative-Plays Macbeth**-explore characterisation in a play, exploring terms such as soliloquy and dramatic irony and how these are used to move a plot forward. **Newspapers-** Compare & contrast the difference between neutral and biased reporting. Use examples of formal and informal language in a text to give a 'real-life' element to the text, thereby making is it more plausible.	**Narrative-Novels as a theme (Chinese Cinderella)** Explore theme developed in a novel. Examine use of characterization to enable the author to develop the theme.	**Discussion Texts** Participating in discussions, acknowledging the views of others with courtesy and constructivism. Writing formally for a chosen audience, examining two sides of a discussion, using appropriate register, tone and structure.
Maths	See NC links for each year group's objectives.					
RE	**Christianity** Can people live by the values of Jesus in the 21st Century?	**Islam** What does the Qur'an reveal about Allah and his guidance?	**Hinduism** What spiritual pathways to Moksha are written about in Hindu Scripture?	**Judaism** What is holiness for Jewish people: a place, a time, an object or something else?	**Christianity** What is the great significance of the Eucharist for Christians?	**Buddhism** How did Buddha teach his followers to find enlightenment?
Science	Light: introduce the phenomena of light, including how light travels, is reflected and refracted and how light and images are processed by the eye.	Electricity-advanced circuits	Living things and their classification Using branching diagrams to classify animals. Looking at systems of classification. Evolution, change, inheritance and adaptation.	The circulatory system, including the heart, blood & vessels, diet & nutrient distribution	Developing investigative skills and presenting experiments.	
History	A significant turning point in British history **How did WW1 change Europe?** *Focus on why empire building was so important to some leaders; why some leaders were compelled to get involved and how did the involvement of some leaders affect the course of the war*	A significant turning point in British history **How did the outbreak of war mean that communities had to change?** *Focusing on how propaganda was used to change opinions and unit the country; how class society changed and how the role of women changed as a result of WW2*		Changing powers of monarchs **How did Henry's character change the church and the military?** *Focusing on how Henry Viii established the Church of England; how Henry Viii's interest in war lead to England having a permanent Navy and how Henry provoked and defended French invasions between 1545 and 1546?*		
Geography	**Locational knowledge** Locating countries of Europe and how	**Name and locate counties and cities**	Human and physical characteristics of coastal areas,		Locational knowledge	Locational knowledge & human and physical

	boundaries have changed	Why were children evacuated to certain parts of the country.	including land use and economic activity **What is the impact on communities of action and inaction in 'defending' the coastline?** *Focusing on what are coasts and why are they important; how waves and coastal erosion change beaches, in particular ones local to us and why coastal defences are used to protect some communities and not others*		Locating the world's countries, concentrating on their environmental regions; geographical similarities **Why is there environmental pain for financial gain in the rainforest?** *Focusing on where rainforests and located why they are of such great importance; how countries exploit the rainforest's natural and human resources and what should be being done to protect and preserve what is left of the rainforest?*	geography-key physical characteristics; latitude, longitude; climate zones and biomes; land use; **How is modern invasion changing deserts?** *Focusing on why hot deserts are located where they are; what the challenges are in the desert habitat; how Death Valley is changing as a result of increasing urbanisation & tourism and how global warming is affecting change in the deserts.*
PSHE	Identity, society and equality – **Human Rights**	Mental health and emotional wellbeing – **Healthy Minds**	Drug, alcohol and tobacco education – **Weighing up risk**	Keeping safe and managing risk – **Out and About**	Sex and relationship education – **Healthy relationships / How a baby is made**	
Computing	**Micro bit Broadcat** Using the Microbit to broadcast and send messages.	**Bletchley Park 1** Kapow Unit- Secret codes and hacking to make passwords more secure.	**Excel & analysing** A unit focusing on sorting and analysing data.	**Scratch: Falling Game** Using sensing blocks that interact.	**Big Data 1** **Kapow unit-** Exploring how data is collected and stored- QR and barcodes.	**Networks Revisited** Pupils become a live network & send and receive data using IP addresses etc.
Online Safety	**Privacy & Security:** How might spies and codebreakers have used modern technology to deceive people to gain information? I can explain that others online can pretend to be me or other people, including my friends.	**Managing Online information**: How would propaganda imagery about the war be promoted now? Would people believe its messages as readily? I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. I can identify, flag and report inappropriate content.	**Copyright and Ownership** Why might information about the environment be in the public domain? Which information might be owned by certain stakeholders (National Trust etc…)? I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.	**Online Reputation**: How might an emperor have created an online profile to promote themselves to his people? I can explain how I am developing an online reputation which will allow other people to form an opinion of me.	**Online Relationships** How could you affect change through an online forum when campaigning about deforestation? I can describe some of the communities in which I am involved and describe how I collaborate with others positively.	**Privacy and Security:** If you were out in Death Valley, why might you want to use a geolocation feature? Is this the only instance? I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
Music	Archie Dobson's War (BBC Schools Radio). Class singing skills, language and rhythm activities reflecting on the history and background to WW1.	Sounds of the Blitz. Compose and perform soundscapes of the Blitz in groups and produce corresponding graphic scores.	Benjamin Britten (local composer). Learn about the opera 'Peter Grimes', compose and perform 'Storm' interludes using body and voice, with graphic scores. Class singing of 'Songs from Friday afternoons.'	'Believer', Imagine Dragons. Digital music. Familiarise with song through class singing. Explore meaning – strength through pain/difficulty. Learn to play on Garage Band (iPad).	Music and Identity Aims to embed the role of women in music into the thinking of children and young people of all genders.	Musical Theatre styles, as well as rehearsing songs and choreography for end of year performance.
French	Tout sur moi (all about me). Describe myself and parts of the body.	Au restaurant. Using food vocabulary and knowledge of money	Chez moi (my home). Learning and describing areas of	Aux magasins (shopping), with focus on clothing,	Les métiers (jobs). Exploring the world of work, the	En vacances (holidays). Explore destinations around

		and time to explore restaurants, cafes, ordering and paying for food.	homes in detail, developing sentence structure and length.	colour and key phrases (prepositional) for shopping, including money.	qualities needed for certain jobs and what we might like to be – conjugation the verb être.	the world and holiday activities, using present and future tenses.
Art and Design	Design, drawing, craft and painting appreciation		Introduce the voice and messages in art, Make my voice heard.		Portraits-Introduce photography and montage	
DT		Electrical systems-introduce steady hand games.		Food-introduce menus and come dine with me.		Introduce stitches and design for a waistcoat
PE	Basketball & Tag Rugby	Gymnastics & Football	Dance & Health and Fitness	Netball & Hockey	Cricket & Rounders	Tennis & Athletics