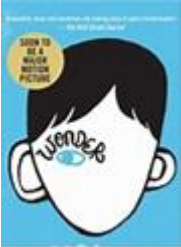


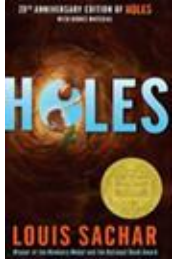
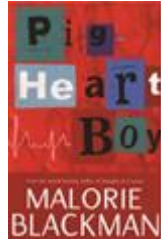


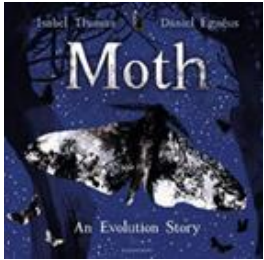
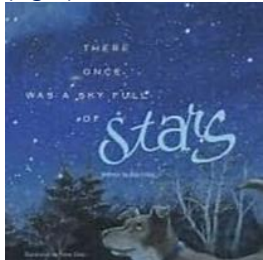
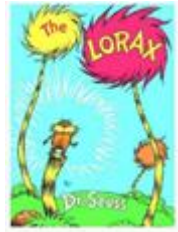

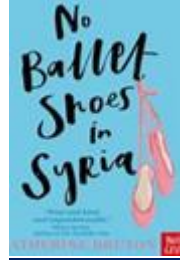
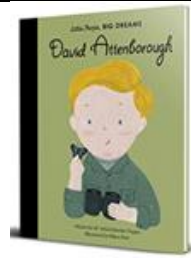


Curriculum Overview Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme / Christian Value / Focus Question	Dignity – Respect / Kindness	Community – Generosity / Trust	God is Good – Love / Joy	Hope and Forgiveness – Patience / Peace	Wisdom – Truth / Understanding	Taking Flight – Celebrate / Achieve	
Core Learning							
Reading Spine Focus Text	Half Term Text Wonder by PJ Palacio 	Half Term Text Anne Frank's Diary 	Half Term Text The Last Bear by Hannah Gold 	Half Term Text Holes by Louis Sachar 	Half Term Text Pig Heart Boy by Malorie Blackman 	Half Term Text Rooftoppers by Katherine Rundell 	
	WC/Reading Links Amazing Evolution – 	WC/Reading Links Moth 	WC/Reading Links There Once was a Sky Full of Stars – Science (Light) 	WC/Reading Links 	WC/Reading Links The Journey 	WC/Reading Links No Ballet Shoes in Syria 	
	It Started with a Big Bang – Science link		David Attenborough – Little People		Migrants		

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 RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY



David Attenborough –
Natural History

Greta Thunberg



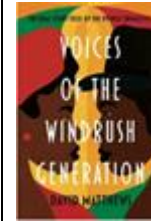
How You Can Save the
Planet



Climate Rebels



Voices of the Windrush
Generation



Coming to England



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English Writing	<p>Narrative – Whole School</p>  <p>Diary – Wonder</p>  <p>Balanced Argument – current.</p>	<p>Informal letter writing – Anne Frank or link to community mining stories.</p> <p>Poetry – Remembrance Week – Kindertransport.</p> <p>Residential Recount – Caythorpe Court.</p>	<p>Biography – David Attenborough</p>  <p>Speech – Plastic Pollution</p> <p>Letter – David Attenborough</p>	<p>Formal letter – to David Attenborough to inform him of his impact.</p> <p>Persuasive writing - Plastic pollution.</p>	<p>Explanation Text – The Circulatory System (Science outcome)</p> 	<p>Newspaper report – current event (Kings coronation).</p> <p>Narrative - Rooftoppers.</p>
Maths	<p>Place Value</p> <p>Addition, subtraction, multiplication and division</p>	<p>Fractions</p> <p>Decimals</p> <p>Percentages</p>	<p>Converting Units</p> <p>Perimeter, Area and Volume.</p> <p>Properties of shape</p>	<p>Algebra</p> <p>Position and Direction</p> <p>Ratio</p>	<p>Consolidation of KS2 objectives</p>	<p>Budgeting</p> <p>Banking</p>

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R.E.	<p>CREATION <i>Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.</i></p> <p>Creation and science: conflicting or complementary? DIGGING DEEPER Outcome:</p> <p>6.2: What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? Outcome:</p>	<p>INCARNATION <i>Understand that Jesus was Jewish. Discuss Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God. Contrast this belief with the Jewish faith which does not think Jesus is the Messiah Analyse why Christians see Jesus as their Saviour</i></p> <p>Was Jesus the Messiah? DIGGING DEEPER Outcome:</p> <p>6.4: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? Outcome: Poetry (Writing)</p>	<p>GOSPEL <i>Analyse how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world</i></p> <p>What would Jesus do? GOD What does it mean if God is holy and loving? DIGGING DEEPER Outcome:</p> <p>6.3: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Outcome:</p>	<p>Statistics</p> <p>SALVATION <i>Consider why Christians read the 'big story' of the Bible, including Gospels and the New Testament Discuss the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven). Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others</i></p> <p>What difference does the Resurrection make for Christians? Outcome:</p>	<p>PEOPLE OF GOD <i>Trace the people of God throughout the Bible: Abraham, Jacob to David Explore stories from the Bible and analyse how Christians today apply these ideas to living today Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.</i></p> <p>How can following God bring freedom and justice? DIGGING DEEPER Outcome:</p>	<p>KINGDOM OF GOD <i>Explore the parables about the Kingdom of God and consider what they mean. Consider why many Christians challenge unjust social structures in their locality and in the world.</i></p> <p>What kind of king is Jesus? DIGGING DEEPER Outcome:</p> <p>4.1 What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Outcome:</p>

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RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

Human Sciences Learning

Curriculum Heroes	Anne Frank Local mining community stories	David Attenborough Greta Thunberg	Malala Yousefzai Mo Farah
Theme Week	Remembrance World War 2 Focus - Holocaust	Earth Study	The Arts Performance
History	<p>Local study: Industrial revolution and Mining in a local area study How did the industrial revolution and mining affect Worksoop and the surrounding areas?</p> <p><u>Significance</u> Describe changes over a range of time periods, including their own locality. Explain why an event changed the future and how it impacts on our lives today.</p> <p><u>Chronology</u> Be able to correctly use historical terms ancient, modern, AD, BC, century, decade, era, period. Secure understanding of chronology. Place the past into a chronological framework. Create and use timelines showing how different time periods relate to one another, sequencing local, national and international events. Describe the main changes in a period in history using words such as social, religious, political, technological and cultural.</p> <p><u>Evidence</u> Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Select the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p> <p>Outcome:</p>		<p>Thematic Study (Post 1066): Migration Migration through previously studied Historical areas Why do people migrate to United Kingdom?</p> <p><u>Significance</u> Describe changes over a range of time periods, including their own locality. Explain why an event changed the future and how it impacts on our lives today.</p> <p><u>Chronology</u> Be able to correctly use historical terms ancient, modern, AD, BC, century, decade, era, period. Secure understanding of chronology. Place the past into a chronological framework. Create and use timelines showing how different time periods relate to one another, sequencing local, national and international events. Describe the main changes in a period in history using words such as social, religious, political, technological and cultural.</p> <p><u>Evidence</u> Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Select the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p> <p>Outcome: Arts Performance (Poetry, composition, dance, drama)</p>
Geography	 <p>Fieldwork and Mapping</p>	<p>How has climate change impacted our world?</p>  <p>Sustainability</p>	<p>What is Fairtrade?</p> 

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	<p>-know effective ways to present data from fieldwork and map work to support/challenge a geographical idea</p> <p>-know how to present statistics about a place, including the use of digital technologies</p>  <p>Physical & Human</p> <p>-know how the geographical features of some UK regions affect usage</p>		<p>-know how physical changes have affected Earth since 1800</p> <p>-know what physical changes to the Earth are predicted to happen by 2050 and why</p> <p>-know how human activity has harmed the Earth</p> <p>-know how some animals are endangered and know why this is—investigate the impact of human action on wildlife.</p>  <p>Place</p> <p>-Know two examples of how climate change is impacting on specific places in the world.</p>  <p>Change</p> <p>- know that while humans affect the environment, natural changes also occur and relate to the extinction of dinosaurs and ices ages</p> <p>-know that burning fossil fuels produces carbon dioxide and this causes global warming</p> <p>- know how climate change is impacting the world in which we live.</p>		<p>Place</p> <p>-know how trade takes place today the names of some countries that we import from and export to in the United Kingdom</p> <p>-know that all products have a supply chain and investigate the supply chain of chocolate from farmer to consumer</p> <p>-know what some of the wonders of the Americas are.</p> <p>-know what countries make up South America and locate these on a world map and globe.</p> <p>Vocabulary— import, export, port, supply chain,</p>  <p>Fieldwork and Mapping</p> <p>-know the geographical significance of longitude including day and night and time zones</p> <p>-know how to use six-figure grid references. Work with maps of different scales understanding what map scale factors are showing</p>  <p>Physical & Human</p> <p>-know physical features of South America and explain how these features impact on the people that live there and on the kind of occupations that they have</p> <p>-know five reasons to suggest why people migrate to United Kingdom including work, living costs compared to other cities, activities</p>	
	Science	Evolution and Inheritance:		Light:	Electricity:	Animals including humans: The Circulatory System
Computing	6.2 Online Safety	6.4 Blogging	6.3 Spreadsheets	6.5 Text Adventures	6.7 Quizzing	6.1 Coding

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				6.6 Networks	6.8 Binary	6.9 Spreadsheets
Foreign Languages	<p>Daily Register: French</p> <p>Do I look like my Parents?</p> <p>Physical description: Verbs to describe self and others</p> <p>Outcome: Talk about a photo.</p>	<p>Daily Register: Polish</p> <p>How do I spend my pocket money?</p> <p>Clothes & Pocket Money: Verbs, adjectives and opinions.</p> <p>Outcome: Fashion Show</p>	<p>Daily Register: Sign Language</p> <p>How do I get to the shops in my town?</p> <p>Places in town: Types of shops, position, directions.</p> <p>Outcome: Orienteering task</p>	<p>Daily Register: Spanish</p> <p>What are my favourite past-times?</p> <p>Hobbies & Sports: Opinions, time phrases, key verbs.</p> <p>Outcome: Dictionary skills.</p>	<p>Daily Register: German</p> <p>What is the weather like today?</p> <p>Weather & Countries: Using verbs, positions, cities.</p> <p>Outcome: Forecasting video/map.</p>	<p>Daily Register: Italian</p> <p>Where did I go on holiday last year?</p> <p>Holidays & Activities: Using 'aller', frequency, past tense work.</p> <p>Outcome: Postcard.</p>

The Arts Learning

Music	<p>Morning music: Linked to starter each day</p> <p>Singing Syncopation (off the beat) Rhythm, Phrasing, Accurate pitching, + Appropriate style. 3+4 part rounds, partner songs + randomly placing singers singing different parts (not in sections) Perform everywhere</p> <p>Breakfast Calypso Touch the sky (not Kanye) We are the champions God save the Queen We go together (yes, that one) Be the change One moment, One people</p>	<p>Morning music: Linked to starter each day</p> <p>Composing Work in groups to create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove. Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C, D, E, G, A) Notate all melodies and perform on tuned instruments (Garage band)</p>	<p>Morning music: Linked to starter each day</p> <p>Musicianship (performance) - Garage Band Play melodies following staff notation around one octave (C-C) and make their own choices around a range of dynamics (pp, p, mp, mf, f, ff) Add their own accompaniment with block chords or a bass line.</p> <p>Reading Notation Understand the difference between semi-breves, minims, crotchets, paired quavers, semi quavers and their equivalent rests. Read and play from notation.</p>

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	There's a power in the music Senwa De Dende		Further enhance this with rhythmic and chordal accompaniment. Compose a ternary piece (A-B-A) (Verse-Chorus-Verse) Use Garage Band to create and record this.		Transition Project Dj-ing Create their own leavers song Other?	
Art and Design	Drawing: Figure drawing Pencil, Charcoal, pastel, chalk, crayon Light & Shade (shadows) Perspective (Foreground, middle, background). Show movement Moth for double page spread.	3D Art: Sculpture Giacometti Artist Study 	Collage: Mixed media  Add collage to a painted or printed background Combine pattern, tone and shape	Painting: Acrylic Artist Study	Printing: Faith Ringgold Make more than 1 printing block for their chosen design Overlapping Use more than 2 colours Textiles: Faith Ringgold Painting: Acrylic Artist Study	
		Design Technology	Pulleys, gears and cams	Food:		Electronic motors: Artificial intelligence – coding:
Health and Mental Wellbeing Learning						
P.E (Games, dance and gymnastics)	Swimming Netball	Swimming Tag Rugby	Swimming Kwik Cricket	Basketball Dance	Swimming Dance	Athletics Dance
PSHE	Media literacy and digital resilience – Evaluating media sources, sharing things online		Families and relationships – Attraction to others, romantic relationships, marriage		Physical Health and mental wellbeing – What effects mental health and ways to take care of it, managing change, loss and bereavement, managing time online	

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	<p>Belonging to a community – Valuing diversity, challenging discrimination.</p> <p>Money and work – Influences and attitudes to money, money and financial risks.</p> <p>Careers week – parents and wider community to come into school to speak about their careers.</p>		<p>Safe Relationships – Recognising and managing pressure, consent in different situations</p> <p>Respecting ourselves and others – Expressing opinions and points of view including topical issues.</p>		<p>Growing and Changing – Human reproduction and birth, increasing independence, managing transition</p> <p>Keeping Safe – Keeping personal information safe, regulations and choice, drug use and the law, drugs and the media.</p> <p>Sex education – Physical changes to the body, puberty recap, how bodies work, a loving relationship, a sexual relationship, how a baby is conceived, how babies grow, body image and menstruation.</p>	
Outdoor Learning	Residential Trip Orienteering		Gardening Project			
Cultural Capital Experiences	Mining Museum Visit Leadership roles within school	Residential Trip – 1 week Funding raising – Christmas Fayre for Eden Project. Carol Singing & Bag Packing- Tesco	Eden Project Leadership roles within school	Making smoothies – fund raising	YORKSHIRE WILDLIFE PARK – Animal study Leadership roles within school	END OF YEAR CELEBRATION VISIT SCHOOL PRODUCTION SUMMER FAYRE EVENT PLANNING

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