**Year Six Curriculum Overview**

**Academic year 2018 / 2019**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | Survival | Britten’s Got Talent | Heroes and Villains | Super Sleuth | Oh I do like to be beside the seaside |
| **Visits /Visitors****Experiences** | Cinema trip  | Orchestra/Theatre visitJodrull Bank, Experience: a live performance |  | Visit to BrockholesExperience: crime scene investigator | Visit to BlackpoolExperience: Tram ride | Own ProductionWater park  |
| **English** | Novel as a themeRecount: Biography | Classic FictionPoetry - Songs and LyricsPersuasion: A Formal Review | Older LiteratureInformation Text HybridPoems With Imagery | Detective / Crime FictionExplanations | Short Stories with FlashbacksDiscussion and DebateClassic Narrative Poetry | Novel as a themeAn autobiography written in role as a characterA poem based on a model |
| **Reading** | Bear Grylls Mission survival | Macbeth | Whodunit? Detective stories by Phillip Pullman | Kensuke’s Kingdom  |
| **RE** | The Kingdom of God | The work of the Apostles | Justice | Jesus – the bread of life | Jesus – the son of God | Called to serve |
| **Science** | Environment – Evolution and Inheritance,recognise fossils provide information about living things that inhabited the Earth millions of years ago and that they have changed over time. Identify how animals and plants are adapted to suit their environment and adaptation may lead to evolution. | Light and Astronomy – how light travels. Encouraging children to draw how they see things and how light behaves and representing light travelling in straight lines.Explore reflection, explain how the eye is able to see things. Explain why shadows have the same shape as the objects that cast them. | Animals/Health and the circulatory systemHealth Heroes: the children are going to encourage other people to keep healthy and look after their bodies. Body Villains: research the effects of alcohol, drugs, tobacco, poor diet and lack of exerciseDesign a trim trail course around school that alternates vigorous with less energetic exercise and resting stations. | Environment – ClassificationDescribe 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 classifications. Explain how living things are grouped. | 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. Use recognised symbols when representing a simple circuit. Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will ‘work’. |
| **Computing** | Digital research – searching skills The main digital research project in Upper KS2. | Design, create and manage and manipulate digital content. | Programming skills: focus on bringing the skills they have learnt together. Providing them with some autonomy in creating their own game or simulation. | Digital Research/IT/CS (networking)Links to learning in science and Design Technology. | Programming skills:1. A control technology
2. A programming and computational thinking project
 |
| **History** |  |  | Famous People:Research: *James Lind, Elsie Widdowson, Lord Boyd Orr, Louis Pasteur.* Linked to Macbeth, study *William Shakespear.*Linked to literacy: Biography: Life of Mother Theresa |  | Holidays and Leisure: Make comparisons and analyse trends between different periods, focusing primarily on the period from the Victorian era to the present day. The impact of railways and the growth of seaside towns – Blackpool. Journeys from different eras e.g. The Grand Tour, Medieval Pilgrimages, Spas, Seaside holidays. |
| **Geography** | Research – aspects of World Geography and specific countries, in the news of with a personal link or relevance. |  | Trim Trail/ link to science:Make a simple map to show the route and explain each task on the trail |  | Study the human and physical geography of a seaside town, such as Blackpool. Compare it with other places studied previously. Consider elements such as tourism, transport, settlements, land use and change over time. Develop Ordnance Survey and digital mapping skills. |
| **Art** | Camouflage within the natural world. Explore images and use to develop drawings and paintings which experiment with camouflage. Drawing, Painting, Digital  |  | Portraits and Self Portraits:Artists such as *Rembrandt, Van Dyck, Picasso, Modigliani, and contemporary portraits in the National Gallery* website. Drawing, Painting, Digital |  | Seaside inspired work:Artists such *as L.S. Lowry, Alfred Wallis, Abigail Mill, Cezanne and Hokusai*Drawing, Painting, Collage, Textiles including batik or felt making: Wool fibres can be laid to explore seascapes, or sand, seaside structures, lighthouses, beach huts, boat to create an exciting textile |
| **DT** |  |  | Project Focus: Food – Chefs as food heroes, design a healthy menu.A meal for a family designed for health and nutrition |  | Project: StructuresA panoramic display for Blackpool illuminations (in miniature) with moving parts and lights. |
| **Music** |  | Focus on Benjamin Britten. Opportunities to research, listen to and perform songs. |  | Musical Super sleuths: children will be quizzed on their knowledge of music so far.  | Seaside Inspired Music: Singing, listening, musical appreciation and composing skills. Write music for and produce their own Punch and Judy show. |
| **PE** | Invasion Games  | Dance | Gymnastics  | Net and wall games | Athletics |
| **Spanish** | Places in town | Transport | The verb: to go | Then and now | Planets |
| **PHSE** | New Beginnings | Getting on and falling outAnti bullying week | Going for goals | Good to be me | Relationships | Changes |
| **BLP** | Imagining (unicorn) | Managing Distractions (Ant) | Listening and empathy (Dog) | Making Connections (Spider) |