

Year: 6

Curriculum Overview 2020-2021

Term: Summer

	<u>Summer 1</u> : Overview Title					<u>Summer 2</u> : Overview Title							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English Book	Voices in the Park												
English - Genres	Non Chronological Reports		Conversation to show levels of formality			Narrative - Biography		Narrative - Flashbacks					
English - Objectives / Skills	Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.		Know the difference between formal and informal language including subjunctive forms Use passive verbs to create a more formal tone e.g. The children were taken to the air raid shelters Use the perfect verb form to create a more formal tone E.g. The bombs have been dropped all through the night.			Consolidation of year 6 Interim framework		Effectiveness of dialogue in moving the story on Consolidation of year 6 Interim framework					
Science – Unit	Human Body					Electricity			All Living Things and their Habitats				
Science - Objectives / Skills	Complete micro-organisms investigation from last term.	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).	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	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	Describe the differences in the lifecycles of a mammal, amphibian, insect and a bird. Describe the life process of reproduction in some plants and animals					
History – Unit													
History- Objectives / Skills													
Geography - Unit	National Parks					Mountains							

Geography Objectives / Skills						<p>Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding</p> <p>Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London</p> <p>Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</p> <p>Explain how the movement of plates of the Earth's crust can form ranges of fold mountains</p> <p>Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924</p> <p>Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953</p> <p>Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations</p> <p>-</p>
ICT – Unit	Scratch/VEX VR/ Lego Mindstorms					Excel
ICT - Objectives / Skills	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve programmes by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs, work within variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>					<p>. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
RE – Unit	Islam					Islam
RE - Objectives / Skills	<p>To learn to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p>					<p>To learn to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>
PHSE – Unit	Relationships					Changing Me
PHSE - Objectives / Skills	identify the most significant people to	Know some of the feelings	understand that there are different	recognise when people are trying to	understand how technology can be used	<p>To be aware of own self-image and how body image fits into that.</p> <p>To know how to develop own self esteem.</p>

	<p>be in my life so far understand how it feels to have people in my life that are special to me</p>	<p>we can have when someone dies or leaves</p> <p>Use some strategies to manage feelings associated with loss and help other people to do so</p>	<p>stages of grief and that there are different types of loss that cause people to grieve</p> <p>recognise when I am feeling those emotions and have strategies to manage them</p>	<p>gain power or control</p> <p>demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>to try to gain power or control and be able to use strategies to prevent this from happening</p> <p>take responsibility for my own safety and well-being</p> <p>use technology positively and safely to communicate with my friends and family</p> <p>take responsibility for my own safety and well-being</p>	<p>To explain how girls and boys bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To express feelings about changes that will happen during puberty.</p> <p>To ask questions about changes during puberty.</p> <p>To describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>To recognise feelings when reflecting on development and birth of a baby.</p> <p>To understand how being physically attracted to someone changes the nature of a relationship.</p> <p>To express feelings about the growing independence of becoming a teenager and being confident to cope with it.</p> <p>To identify what worries for transition to secondary school.</p> <p>To know how to prepare emotionally for starting secondary school.</p> <p>Describe the changes as humans develop to old age.</p>
ART- Unit						
ART - Objectives / Skills						
DT- Unit	Burgers			Marionettes		
DT – Objectives / Skills	<p>To explore different types of burgers and their nutrition facts.</p> <p>To explore how to make burger patties.</p> <p>To explore sauces and side dishes for burgers.</p> <p>To explore burger buns and their suitability.</p> <p>To be able to plan, design and make a burger.</p> <p>To be able to make a burger and evaluate the process.</p>			<p>To 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>To generate, develop and communicate ideas through discussion.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>To select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.</p> <p>To evaluate ideas and products against their own design criteria and consider the views of others.</p> <p>To use mechanical systems in the making and designing of products.</p>		
PE- Unit	Rounders/Athletics			Rounders/Athletics		

PE - Objectives / Skills	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best
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Maths – Unit	Revision																	
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Maths - Objectives / Skills													
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Trips / Workshops / Speakers / Events / Assemblies / Specific Days													
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Trips / Workshops / Speakers / Events / Assemblies / Specific Days -Objectives / Skills	Bike ability	Bike ability		Bike ability									
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Outdoor Learning / Eco opportunities													
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