

**Year: 6**

# Curriculum Overview 2022-2023

**Term:** Summer

	<b><u>Summer 1:</u> Relationships &amp; Me</b>					<b><u>Summer 2:</u> Power &amp; Changes</b>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Book	Voices in the Park										
English - Genres	Non Chronological Reports		Conversation to show levels of formality			Narrative - Biography					
English – Skills/ Knowledge	Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.		Know the difference between formal and informal language including subjunctive forms (Social & Cultural) Use passive verbs to create a more formal tone e.g. The children were taken to the air raid shelters (Social & Cultural) Use the perfect verb form to create a more formal tone E.g. The bombs have been dropped all through the night. (Social & Cultural)			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					
Science – Skills / Knowledge	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. (Spiritual)	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				
History – Unit											
History- Skills / Knowledge											
Geography - Unit	Mountains										
Geography Skills / Knowledge	<p><b>Interpret</b> a range of geographical evidence to reach a <b>conclusion</b> as to why Bangladesh is at such a risk of serious annual river flooding</p> <p><b>Understand</b> climatically what the <i>Little Ice Age</i> refers to and how occasional severe</p>										

	<p>winters impacted upon the River Thames and the people of London</p> <p><b>Identify, locate</b> and <b>describe</b> the location of the largest ranges of mountains in the world and the countries that they cover</p> <p><b>Explain</b> how the movement of plates of the Earth's crust can form ranges of fold mountains</p> <p><b>Reflect</b> upon, <b>evaluate</b> evidence and reach a <b>conclusion</b> and <b>judgement</b> regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924</p> <p>Demonstrate that they <b>understand</b> how fossils form and can <b>explain</b> why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953</p> <p><b>Measure, record, compare and contrast</b> climate data for Derek's farm with where they live and begin to offer <b>reasons</b> for their <b>observations</b></p> <p>-</p>	
<b>ICT – Unit</b>	<b>Power Apps</b>	<b>Stop Motion</b>
<b>ICT – Skills / Knowledge</b>	<p>Create a new canvas.</p> <p>To know and use the pre-set layout options for each canvas.</p> <p>Import Images, text and videos.</p> <p>To create consistent styles and themes for their apps.</p> <p>To know how to create buttons for hyperlinks.</p> <p>To know how to test and troubleshoot Apps.</p> <p>To know how to publish an app to work on a phone/ tablet.</p>	<p>Create a toy with simple images with a single movement.</p> <p>Create a short stop motion with small changes between images.</p> <p>Think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters.</p> <p>Make small changes to the models to ensure a smooth animation and delete unnecessary frames.</p> <p>Add effects such as extending parts and titles.</p> <p>Provide helpful feedback to other groups about their animations. (Spiritual &amp; Social)</p>
<b>RE – Unit</b>	<b>Islam</b>	<b>Islam</b>
<b>RE – Skills / Knowledge</b>	To learn to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. (Cultural & Spiritual)	To learn to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. (Cultural & Spiritual)
<b>PHSE – Unit</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>PHSE – Skills / Knowledge</b>	Identify the most significant people to be in my life so far (Soicla & Spiritual)	<p>To be aware of own self-image and how body image fits into that.(Spiritual &amp; Cultural)</p> <p>To know how to develop own self esteem.(Spiritual)</p>

	<p>Understand how it feels to have people in my life that are special to me <b>(Social &amp; Spiritual)</b></p> <p>Know some of the feelings we can have when someone dies or leaves (Spiritual &amp; Cultural)</p> <p>Use some strategies to manage feelings associated with loss and help other people to do so (Spiritual &amp; Cultural)</p> <p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve (Spiritual)</p> <p>Recognise when I am feeling those emotions and have strategies to manage them (Spiritual)</p> <p>Recognise when people are trying to gain power or control (Social &amp; Moral)</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control (Social &amp; Moral)</p> <p>Understand how technology can be used to try to gain power or control and be able to use strategies to prevent this from happening (Social, Moral, Cultural)</p> <p>Take responsibility for my own safety and well-being (Social, Moral, Cultural)</p> <p>Use technology positively and safely to communicate with my friends and family (Social, Moral, Cultural)</p> <p>Take responsibility for my own safety and well-being (Spiritual &amp; Social)</p>	<p>To explain how girls and boys bodies change during puberty and understand the importance of looking after yourself physically and emotionally. (Social)</p> <p>To express feelings about changes that will happen during puberty. (Spiritual)</p> <p>To ask questions about changes during puberty.(Spiritual)</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. (Social &amp; Spiritual)</p> <p>To express feelings about the growing independence of becoming a teenager and being confident to cope with it. (Social &amp; Cultural)</p> <p>To identify what worries for transition to secondary school.(Spiritual &amp; Social)</p> <p>To know how to prepare emotionally for starting secondary school. (Spiritual)</p> <p>Describe the changes as humans develop to old age.</p>
<b>ART- Unit</b>		<b>Artwork Around the World</b>
<b>ART – Skills / Knowledge</b>		<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in history (Cultural)</p>
<b>DT- Unit</b>	<b>Marionettes</b>	<b>Burgers</b>
<b>DT – Skills / Knowledge</b>	<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.(Cultural &amp; Social)</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. (Social)</p> <p>To use mechanical systems in the making and designing of products.</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. (social, cultural)</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 (social).</p>

PE- Unit	Rounders	Athletics
<b>PE – Skills / Knowledge</b>	<ul style="list-style-type: none"> <li>To develop the bowling action and understand the role of the bowler.</li> <li>To develop batting technique.</li> <li>To make decisions about where and when to send the ball to stump a batter out.</li> <li>To develop a variety of fielding techniques and when to use them in a game.</li> <li>To develop long and short barriers in fielding and understand when to use them.</li> <li>To apply the rules and skills you have learnt to play in a rounders tournament.(Moral &amp; Social)</li> </ul>	<ul style="list-style-type: none"> <li>To work collaboratively with a partner to set a steady pace. (Social)</li> <li>To develop your own and others sprinting technique.</li> <li>To develop power, control and technique for the triple jump.</li> <li>To develop power, control and technique when throwing for distance.</li> <li>To develop throwing with force and accuracy for longer distances.</li> <li>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.(Social)</li> </ul>
<b>Maths – Unit</b>	<b>Ratio, Statistics, Geometry</b>	<b>Algebra &amp; Theme Park Maths</b>
<b>Maths – Skills / Knowledge</b>	<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average</p> <p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables.</p> <p>Theme Park maths</p>
<b>Further Learning and Cultural Capital Experiences</b>	<p>Jaguar Maths</p> <p>Secondary transition meeting</p> <p>Year 6 Summer Fair</p> <p>Animals UK Workshop</p> <p>Sports Tournament</p> <p>RE Visit (Islam)</p>	<p>Year 6 Lego Workshop</p> <p>More Able Maths Quiz</p> <p>Fun Maths Workshop</p> <p>Residential</p> <p>Photography competition</p> <p>Sports Day</p> <p>Physi-Fun Festival</p> <p>Sport Tournaments</p> <p>Leavers Assembly</p> <p>Leavers BBQ</p>

		Spectrum Trip
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