



## YEAR 6 Curriculum Overview 2017/8

Year 6	<i><b>AUTUMN</b></i>	<i><b>SPRING</b></i>	<i><b>SUMMER</b></i>
<b>Literacy</b>	<p><u>Narratives</u> – Texts used are often related to class topic and are a range chosen from Traditional and fairy tales; Stories with predictable and patterned language; Stories about fantasy worlds; Stories with familiar settings; Character/setting description and Stories from other cultures.</p> <p><u>Non-fiction</u> - Using text for different purposes is often related to class topic /activity and include coverage of Instructions Labels, lists, captions; Letters; Information texts; Dictionary work; Invitations; Persuasive Recounts; Lists and Fact writing.</p> <p><u>Poetry</u> - Poems are based on a theme throughout the year focusing on Pattern and Rhyme and an awareness of the senses.</p>		
<b>Maths</b>	<p>Number / Geometry / Measurement / Statistics</p> <p>All topics are covered in class, with additional ‘Number Fun’ lessons to focus on developing conceptual understanding of and flexibility in using the number system.</p>		
	<p><b>Light</b> Recognise light is needed in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise light from the sun can be dangerous and protection is needed. Identify shadows are formed when light from a light source is blocked by a solid object. Find patterns in size of shadows changes.</p>	<p><b>Materials</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p>	<p><b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>
	<p><b>Humans</b> Identify that animals, incl. humans need the right types and amount of <b>nutrition</b>, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Plants</b> Identify and describe functions of different parts of flowering plants; roots, stem/trunk, leaf, flower. Explore requirements for plant life and growth; air, light, water, nutrients from soil, room to grow and how they vary from plant to plant. Investigate how water is transported within plants.</p>	<p><b>Electricity</b> Identify common appliances that run on electricity. Construct a simple series circuit. Identifying (naming) cell, wire, bulb, switch, and buzzer. Identify whether a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise a switch opens/closes a circuit and associate with whether a lamp lights. Discusses the dangers of electricity in the home.</p>
	<p><b>Animals incl. Humans</b> Identify the different types of teeth in humans and their simple functions Describe the simple functions of the basic parts of the human digestive system.</p>	<p><b>Plants</b> Explore the part that flowers play in the life cycle of flowering plants, incl. pollination, seed formation and seed dispersal</p>	<p><b>Living Things and their Habitats.</b> Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
	<p><b>Rocks</b></p>	<p><b>Forces and Magnets</b></p>	<p><b>Sound</b></p>



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	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped in rock. Recognise that soils are made from rocks and organic matter.</p>	<p>Compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Is aware of/describes magnets as having two poles. Predicts whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they are attracted to magnet, identify some as magnetic materials.</p>	<p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it and find patterns between the volume and strength of vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>
<p><b>Seasonal change</b> Round the year, individual class 'Study a tree' on-going project – observe changes across the four seasons</p>			
	<p>History - Achievements of Ancient Egyptians Geography - Rivers , The Nile</p>	<p>History and Geography – Local Study of Wey and Arun Canal</p>	<p>History and Geography - Weather events and Extreme weather</p>
	<p>History - Stone Age to Iron Age Geography - Settlements</p>	<p>History - Roman Invasion and the impact on Great Britain Geography - Study of Italy</p>	<p>History – Slavery, the role of cocoa and sugar through the ages and trade routes Geography – Study of Africa</p>
	<p>Pillars of Islam Christmas</p>	<p>Buddhism Easter</p>	<p>Prayer Community</p>
	<p>Judaism Christmas</p>	<p>Celebrations Easter</p>	<p>The Bible Viewing others</p>
<p><b>Art &amp; DT</b></p>	<p>Art and DT are related to class topics. A range of skills, tools, techniques and materials is covered to include sculpture, painting, sketching, designing, experimenting with colour, cooking and model making. Famous artists' work is considered, as relevant to a class topic / activity.</p>		
<p><b>Music</b></p>	<p>Elements of music covered in class lessons and choir include; listening, singing, pitch and rhythm, musical conversations, music and stories.</p>		



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<b>PE</b>	Orienteering Football Swimming	Fitness Hockey Swimming	Athletics Cricket Swimming
	Volleyball Football Swimming	Boccia Hockey Swimming	Athletics Cricket Swimming
<b>P.S.H.E.</b>	PSHE is taught through Social Skill lessons, individual ELSA sessions, assemblies, specific PSHE lessons, all curriculum lessons and through classroom conduct.		
<b>Computing</b>	Coding Development of Word processing skills Independent working E Safety		