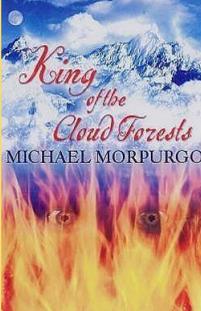


WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 6: Autumn Term 2020

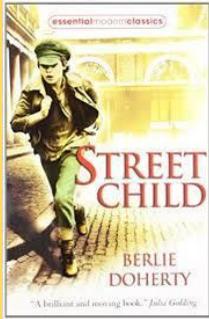
<p><b>SCIENCE</b></p> <p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p>Describe how living things are classified into broad groups according to observable characteristics, microorganism, plants and animals</p> <p><b>ANIMAL INC HUMANS</b></p> <p>Human circulatory system, describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions</p>	<p><b>HISTORY</b></p> <p><b>Shang Dynasty of Ancient China</b></p> <p>the achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth stud</p> <p><b>Black History: Windrush</b></p>	<p><b>GEOGRAPHY</b></p> <p><b>Mountains / Himalayas</b></p> <p>Locate the world's major cities. Identify key topographical features mountain ranges of the world How are mountains formed? Recap water cycle Investigate a mountain environment, climate, tourism</p>
<p><b>ENGLISH</b></p> <p><b>SPAG</b></p> <p><b>Revision of KS2 SPAG</b></p> <p>Cohesion across paragraphs, formality, layout devises, synonyms, antonyms, hyphens</p> <p><b>WRITING GENRE</b></p> <p>myths, narratives, setting description, persuasive speech, biography, poems with imagery</p>	 <p><b>King of the Cloud Forest</b> <b>Michael Morpurgo</b></p>	<p><b>MATHS</b></p> <p>Revisit KS2 objectives Place Value Number: 4 operations Fractions Decimal Percentages Consolidation</p>
<p><b>RE</b></p> <p><b>Central Beds Agreed Syllabus</b></p> <p>How do festivals and family life show what matters to Jewish people?</p> <p>What is the 'Trinity' and why is it important for Christians?</p>	<p><b>COMPUTING</b></p> <p><b>Edmund Hilary / Mountains</b></p> <p>-to use ICT to help in geographical investigations Knowledge and understanding of places -Use search technologies effectively -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,</p>	<p><b>MFL</b></p> <p><b>Languagenut</b></p> <p>Use question forms Use phonic knowledge to support join in with words of a song or storytelling, replace familiar vocabulary in short phrases written from memory to create new short phrases, write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 6: Autumn Term 2020		
<p style="text-align: center;"><b>ART</b></p> <p style="text-align: center;"><b>MONET / IMPRESSIONISM</b></p> <p>Pupils should be taught about great artists Improve their mastery of art and design techniques</p>	<p style="text-align: center;"><b>DT</b></p> <p style="text-align: center;"><b>3d mountain ranges</b></p> <p><b>Design:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make:</b> select from and use a wider range of tools and equipment to perform practical tasks</p> <p><b>Evaluate:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Tech knowledge:</b> reinforce more complex structures</p>	<p style="text-align: center;"><b>MUSIC</b></p> <p style="text-align: center;"><b>Night on Bare Mountain – Mussorgsky</b> <b>Hall of the Mountain King – Grieg</b></p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions, composers and musicians</p> <p>Playing and performing, using their voices and musical instruments. Improvising and composing music for a purpose.</p>
<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Tag Rugby, Football, Gymnastic, Netball</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination, play competitive games, develop flexibility, strength, technique, control and balance, take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>Life choices, balanced diet culture, conflicting emotions</b></p> <p>What positively and negatively affects their physical, mental and emotional health, understand the concept of a ‘balanced lifestyle’, set high aspirations and goals, recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p style="text-align: center;"><b>VALUES</b></p> <p style="text-align: center;">Peace Confidence</p>
<p style="text-align: center;"><b>BRITISH VALUES</b></p> <p style="text-align: center;"><b>The Rule of Law</b></p> <p>Voting for a new school council member. Setting up classroom rules. Go over whole school rules and behaviour policy.</p> <p style="text-align: center;"><b>Democracy</b></p> <p>I can express and justify my opinion I know mine and others’ views count Whole class voting session weekly.</p>	<p style="text-align: center;"><b>WOW FACTOR</b></p> <p style="text-align: center;"><i>e.g. Extracts from ‘Everest’, drama and hot seating activities</i></p> <p style="text-align: center;"><b>FANTASTIC FINISH</b></p> <p style="text-align: center;"><i>e.g. art gallery presentation</i></p>	<p style="text-align: center;"><b>Awareness day/week dates</b></p> <p style="text-align: center;"><b>International Literacy Day</b> Sept 8<sup>th</sup> <b>Roald Dahl Day</b> Sept 13<sup>th</sup> <b>MacMillian coffee morning</b> Sept 27<sup>th</sup> <b>Black History Month</b> Oct <b>Space week</b> Oct 7<sup>th</sup>-11<sup>th</sup> <b>World mental health day</b> Oct 10<sup>th</sup> <b>Remembrance day</b> Nov 11<sup>th</sup> <b>Anti bullying week</b> Nov 11<sup>th</sup>-15<sup>th</sup> <b>Children in need</b> Nov 15<sup>th</sup></p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 6: Spring Term 2021

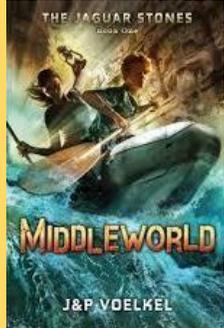
<p><b>SCIENCE</b> <b>ELECTRICITY</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function, use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>LIGHT</b></p> <p>Light sources, recognise that light appears to travel in straight lines, objects give out or reflect light into the eye, shadows</p>	<p><b>HISTORY</b> <b>Crime and Punishment</b></p> <p>Changes in an aspect of social history</p>	<p><b>GEOGRAPHY</b></p> <p>Locate the world's countries, using maps to focus on Europe</p> <p>human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time, Greenwich Meridian and time zones</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, the distribution of natural resources including energy, food, minerals and water</p>
<p><b>ENGLISH</b> <b>SPAG</b></p> <p>Revisit Autumn term SPAG</p> <p>Active and passive voice, semi-colons, colons and dashes</p> <p><b>WRITING GENRE</b></p> <p>Poetry, diary entry, crime report, balanced argument, persuasive letter, retell a story from a character's point of view, autobiography</p>	<p><b>Street Child by Berlie Doherty</b></p> 	<p><b>MATHS</b></p> <p>Revisit Autumn objectives</p> <p>Decimals</p> <p>Percentages</p> <p>Perimeter, Area and Volume</p> <p>Ratio</p> <p>Consolidation</p>
<p><b>RE</b> <b>Central Beds Agreed Syllabus</b></p> <p>What is the 'Trinity' and why is it important for Christians?</p> <p>What is the deeper meaning of festivals?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>COMPUTING</b></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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>MFL</b></p> <p>Use question forms</p> <p>Use phonic knowledge to support join in with words of a song or storytelling, replace familiar vocabulary in short phrases written from memory to create new short phrases, write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 6: Spring Term 2021		
<p><b>ART</b> <b>WILLIAM MORRIS</b> Study the live of Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design, water colours</p>	<p><b>DT</b> <b>MOVING VICTORIAN TOY</b> <b>e.g moving vehicle, twisting toy</b> Look at examples of Victorian toy, evaluate how they work and if they like it, design a product for a purpose, evaluate designs and compare materials, evaluate materials and make product, complete evaluation and test ideas.</p>	<p><b>MUSIC</b> <b>Victorian era music</b> <b>e.g. tradition folk songs</b> Listen with attention to detail and recall sounds with increasing aural memory, develop an understanding of the history of music.</p>
<p><b>PE</b> <b>DANCE, FITNESS</b> <b>BASKETBALL TENNIS</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns</p>	<p><b>PSHE</b> <b>Wellbeing, Moral values</b> <b>Charities, Children's right</b> To identify different influences on health and wellbeing, differentiate between the terms, 'risk', 'danger' and 'hazard', deepen their understanding of risk by recognising, predicting and assessing risks in different situations , rights and responsibilities, how to respond in an emergency, how money plays an important part in people's lives</p>	<p><b>VALUES</b>  Peace Confidence</p>
<p><b>BRITISH VALUES</b> <b>Individual Liberty</b> I am developing an awareness of my own needs, views and feelings, I can talk about how I feel I can be sensitive to and respect the feelings of others  <b>Mutual Respect</b> Tolerance and diversity know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. everyone is unique.</p>	<p><b>WOW FACTOR</b> <b>e.g. police visit, justice museum, Hitchin schools museum trip, visiting school's museum</b>  <b>FANTASTIC FINISH</b> <b>e.g. Victorian toy making, fund raising activities for a children's charity, Victorian school day</b></p>	<p><b>Awareness day/week dates</b> <b>Chinese new year</b> Jan 25<sup>th</sup> <b>Road safety week</b> Feb 3<sup>rd</sup>-7<sup>th</sup> <b>Safer internet day</b> Feb 11<sup>th</sup> <b>World book day</b> March 5<sup>th</sup> <b>International women's day</b> March 8<sup>th</sup> <b>Science week</b> March 12th <b>Mother's day and world water day</b> 14th March <b>World poetry day</b> 21<sup>st</sup> March <b>Fair trade May</b> 8<sup>th</sup> May</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 6: Summer Term 2021

<p><b>SCIENCE</b></p> <p><b>EVOLUTION AND INHERITANCE</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>HISTORY</b></p> <p><b>MAYAN CIVILIZATION</b></p> <p>A non-European society that provides contrast with British history</p>	<p><b>GEOGRAPHY</b></p> <p><b>NORTH, SOUTH AND CENTRAL AMERICA</b></p> <p>Locate the world's countries, using maps to focus on North, South and Central America, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn understand geographical similarities and differences through the study of human and physical geography of a region within North and South America</p>
<p><b>ENGLISH</b></p> <p><b>SPAG</b></p> <p>Revision of KS2 SPAG</p> <p>Active and passive voice, semi-colons, colons and dashes</p> <p><b>WRITING GENRE</b></p> <p>newspaper article, scary story, flash back, explanation text, NC report, information text, free verse poems</p>	<p><b>Middle World by J&amp;P Voelkel</b></p> 	<p><b>MATHS</b></p> <p>Revisit Spring Objectives</p> <p>Problem solving</p> <p>Statistics</p> <p>Investigations</p> <p>Consolidation</p> <p>Algebra</p>
<p><b>RE</b></p> <p><b>Central Beds Agreed Syllabus</b></p> <p>What will make our community a more respectful place?</p> <p>How does faith enable resilience?</p>	<p><b>Computing</b></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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>MFL</b></p> <p>Use question forms</p> <p>Use phonic knowledge to support join in with words of a song or storytelling, replace familiar vocabulary in short phrases written from memory to create new short phrases, write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</p>

WHOLE SCHOOL BOOK CURRICULUM OVERVIEW

YEAR 6: Summer Term 2021		
<p><b>ART</b> <b>MAYAN MASKS</b> <b>SUGAR CUBE PYRAMIDS</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (clay)</p>	<p><b>DT</b> <b>CHOCOLATE BAR WITH PACKAGING</b></p> <p>Design and create, Understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>MUSIC</b> <b>MAYAN MUSIC</b></p> <p>Listen with attention to detail, develop an understanding of the history of music, play and perform, use their voices and musical instruments. Improvise and compose music for a purpose.</p>
<p><b>PE</b> <b>Athletics. Yoga</b> <b>OAA, Badminton</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination, play competitive games, develop flexibility, strength, technique, control and balance, take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>PSHE</b> <b>Resolving conflict, Fairtrade</b> <b>Collaboration, transition,</b> <b>Positivity</b></p> <p>Managing change, including puberty, transition and loss, how to make informed choices about health and wellbeing, how to respect equality and diversity in relationships.</p>	<p><b>VALUES</b></p> <p>Peace Confidence</p>
<p><b>BRITISH VALUES</b> <b>Tolerance for those of different faiths and beliefs</b></p> <p>To ensure that all children learn about the main religions and teach respect and understanding for the cultures, beliefs, opinions and traditions or others. Class assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. Additionally, Equality and Diversity Days give children the opportunity to enhance their understanding of their place in a culturally diverse society</p>	<p><b>WOW FACTOR</b> <b>Make hot chocolate</b> <b>and listen to a Mayan traditional story</b> <b>or their creation story</b></p> <p><b>FANTASTIC FINISH</b> <b>e.g. Mayan Masks, Mayan workshop: Mexicolore, Hampton Court</b> <b>chocolate kitchen</b></p>	<p><b>Awareness day/week dates</b></p> <p><b>St Georges day April 23<sup>rd</sup></b></p> <p><b>VE day May 8<sup>th</sup></b></p> <p><b>Walk to school week June 18<sup>th</sup> – 22<sup>nd</sup></b></p> <p><b>Healthy eating week June 8<sup>th</sup> – 12<sup>th</sup></b></p>

## WHOLE SCHOOL BOOK CURRICULUM OVERVIEW