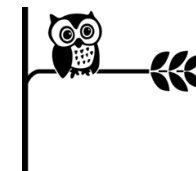


Curriculum Overview 2016-17: Year 6



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Magnificent Mayans	Magic Moments	Extreme Earth	The Great Dynasty's of China	The Great Dynasty's of China	Lights, Camera, Action
History	<p>Ancient Maya</p> <p>A non-European society that provides contrasts with British history</p>	<p>Middle ages – witchcraft and alchemy</p> <p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>The Shang Dynasty</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>The Shang Dynasty</p> <p>To describe the features of historical events and way of life from periods I have studied; presenting to an audience</p>	<p>The history of filmmaking and entertainment in Britain</p> <p>To describe a key event from Britain's past using a range of evidence from different sources.</p>
Geography	<p>South America</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p>		<p>Physical geography – climate zones and changes around the world</p> <p>To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>To name the largest desert in the world and locate desert regions in an atlas.</p>	<p>Physical and Human Geography of China</p> <p>knowledge about diverse places, people, resources and natural and human environments</p>	<p>Physical and Human Geography of China</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To explain how time zones work and calculate time differences around the world.</p>	<p>The Physical and Human Geography of the UK.</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p>
Science	<p>Evolution/inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living</p>	<p>Animals (including humans)</p> <p>To identify and name the main</p>	<p>Light</p> <p>Recognise that light travels in straight lines and travels from light</p>	<p>Electricity</p> <p>compare and give reasons for variations in how components</p>	<p>Electricity</p> <p>compare and give reasons for variations in how components function,</p>	<p>Living things and their habitats:</p> <p>Describe how living things are classified</p>

	<p>things that inhabited the Earth millions of years ago</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood.</p> <p>To discuss the impact of diet, exercise, drugs and life style on health.</p> <p>To describe the ways in which nutrients and water are transported in animals, including humans.</p>	<p>sources to our eyes.</p>	<p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	
Computing	<p>E-safety/Internet</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Scratch/Coding</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Kodu/Debuging</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Spreadsheets</p> <p>collecting, analysing, evaluating and presenting data and information</p>	<p>Presentations</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. collecting, analysing, evaluating and presenting data and information</p>	<p>Using and Applying skills</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>
Art	<p>Mayan Pyramid Mosaic</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>I can explain the style of my work and how it has been</p>	<p>Spells Books</p> <p>I can follow and refine my plans. I can show that I consider culture and society in my plans and designs.</p>	<p>Tornado Twister Hokusaisai's Great Wave</p> <p>To learn about great artists, architects and</p>	<p>Observational Drawings and Willow Pattern Plates</p> <p>To improve their mastery of art and design techniques, including drawing, painting and</p>	<p>Fibonacci & Escher Artwork</p> <p>To learn about great artists, architects and designers in history</p> <p>To over print to create different patterns</p>	<p>Portraits –</p> <p>To learn about great artists, architects and designers in history</p> <p>I can explain the style of my work and how it has</p>

	influenced by a famous artist.		designers in history To explain the style of my work and how it has been influenced by a famous artist.	sculpture with a range of materials.		been influenced by a famous artist
DT		Spells Books I can follow and refine my plans. I can show that I consider culture and society in my plans and designs.			Salt Dough Oracle Bones I can show that I consider culture and society in my plans and designs.	The Great Bake Off! I can use market research to inform my plans and ideas. I can follow and refine my plans. I can justify my plans in a convincing way. I can show that I consider culture and society in my plans and designs. I show that I can test and evaluate my products. I can explain how products should be stored and give reasons. I can work within a budget. I can evaluate my product against clear criteria.
Music	Aztec rhythms looking at pulse and rhythm	Composition 'magic' music, timbre/form	Soundscape – dynamics, texture and timbre	Pentatonic scale – composition, form and layering	Pentatonic scale – composition, form and layering	Y6 production
RE	Moral Maze	What happens when we die?	Hinduism	Buddhism	Race and diversity	Belief
PE	Tag rugby I can play to agreed rules. I can explain rules.	Football I can play to agreed rules. I can explain rules.	Games Hockey	Gym	Games Rounders play competitive games, modified where appropriate, and apply	Dance – Motown dancing

	I can make a team and communicate plan. I can lead others in a game situation.	I can make a team and communicate plan. I can lead others in a game situation.		develop flexibility, strength, technique, control and balance	basic principles suitable for attacking and defending	perform dances using a range of movement patterns
Languages (KS2)	Dates and numbers to 100	Animals and pets	Time	Towns and countries	Towns and countries	Daily activities
PHSE	New Beginnings	Getting On and Falling Out	Going for Goals	Good to be Me	Relationships How to create a safe working environment, risky business, problem solving, solvents and drugs and the law.	Changes Growing and Changing