Curriculum Overview 2017 – 2018

Year Group: 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
English	Fiction - Traditional tales (myths, legends, fables), Stories including flashbacks, dilemmas and duel narrative, description. Non – Fiction – newspaper articles, persuasive and balanced arguments, autobiography, biography, non-chronological reports, letters both formal and informal, instruction Poetry – poems to perform, free verse, visual and structured poems					
GPS	G&P Use a wide range of conjunctions to create compound and complex sentences Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing. Use expanded noun phrases to convey complicated information concisely Use semi-colons or dashes Distinguish between informal and formal vocabulary and sentence structures Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points Use hyphens to avoid ambiguity Use passive voice to present information in an objective way Spelling - See No Nonsense Spelling list					
Maths	Number: Place Value Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Number- addition subtraction, multiplication + division Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.		Number: Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one -digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Number: Percentages Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. Number: Algebra Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically.		Geometry: Properties of Shapes Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Problem solving Statistics Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average. Investigations	

	Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Geometry- Position and Direction Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. Measurement Converting Units Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres. Measurement: Perimeter, Area and Volume Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm ^{3}, m^3 and extending to other units (mm ^{3}, km^3) Number: Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		
History	Ancient Maya A non-European society that provides contrasts with British history	Middle ages – witchcraft and alchemy To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		The Shang Dynasty To understand how our knowledge of the past is constructed from a range of sources.	The Shang Dynasty To describe the features of historical events and way of life from periods I have studied; presenting to an audience	The history of filmmaking and entertainment in Britain To describe a key event from Britain's past using a range of evidence from different sources.
Geography	South America		Physical geography – climate zones and changes	Physical and Human Geography of China	Physical and Human Geography of China	The Physical and Human Geography of the UK.

	To understand geographical similarities and differences through the study of human and physical geography of a region within South America.		around the world To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. To name the largest desert in the world and locate desert regions in an atlas.	Knowledge about diverse places, people, resources and natural and human environments	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To explain how time zones work and calculate time differences around the world.	Use the eight points of a compass, four and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK
Science	Evolution/inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To identify scientific evidence that has been used to support or refute ideas or arguments.	Animals (including humans) To identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. To discuss the impact of diet, exercise, drugs and life style on health. To describe the ways in which nutrients and water are transported in animals, including humans.	Light Recognise that light travels in straight lines and travels from light sources to our eyes.	Electricity 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.	Electricity 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	Living things and their habitats: Describe how living things are classified.
Computing	E-safety/Internet 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	Scratch/Coding Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Kodu/Debuging Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Spreadsheets Collecting, analysing, evaluating and presenting data and information	Presentations 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	Using and Applying skills Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Art	Maya Masks	Spells Books/Poppets	Tornado Twister Hokusaisai's	Observational Drawings and Willow	Fibonacci & Escher Artwork	Portraits –

	I can explain the style of my work and how it has been influenced by a famous artist.	I can follow and refine my plans. I can show that I consider culture and society in my plans and designs.	Great Wave To learn about great artists, architects and designers in history To explain the style of my work and how it has been influenced by a famous artist.	Pattern Plates To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	To learn about great artists, architects and designers in history To over print to create different patterns.	To learn about great artists, architects and designers in history I can explain the style of my work and how it has been influenced by a famous artist.
DT	Maya Masks I can explain the style of my work and how it has been influenced by a famous artist.	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.	
Music/Drama	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	What do religions say when life gets hard?	Is it better to express your religion in art and architecture or in charity and generosity?	What matters to most Christians and humanists?	What matters to most Christians and humanists?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?
PE	Tag rugby	Football	Hockey	Athletics	Basketball	Handball
Languages (KS2)	Dates and numbers to 100	Animals and pets	Time	Towns and countries	Towns and countries	Daily activities
PSHE	New Beginnings	Getting on and Falling Out	Going for Goals	It's 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 (SRE)