
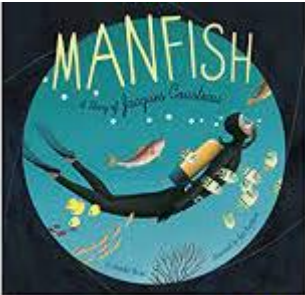



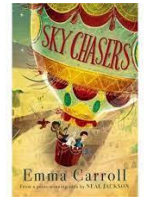

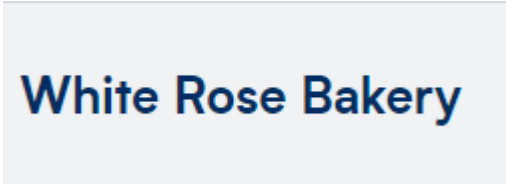









Year Six Curriculum Overview		
Subject	Summer Term	
English: Writing  Pathways to Write	<p>The Manfish</p>  <p>Biography</p> <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity 	<p>Sky Chasers</p>  <p>Autobiography</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Identify the audience and purpose for writing • Choose the appropriate register • Use semi-colons, colons or dashes to mark boundaries between independent clauses
English: Reading  Pathways to Read	<p>Great Adventurers</p>  <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Distinguish between fact and opinion • Identify how language, structure and presentation contribute to meaning 	<p>Sky Chasers</p>  <ul style="list-style-type: none"> • Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence • Evaluate authors' language choice, including figurative language

	<ul style="list-style-type: none"> Summarise the main ideas from more than one paragraph 	<ul style="list-style-type: none"> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions Evaluate authors' language choice, including figurative language
<p>Maths</p> 	<p>Statistics:</p> <div> <div>Step 1 Line graphs</div> <div>Step 2 Dual bar charts</div> <div>Step 3 Read and interpret pie charts</div> </div> <div> <div>Step 4 Pie charts with percentages</div> <div>Step 5 Draw pie charts</div> <div>Step 6 The mean</div> </div> <p>Shape – Properties and position and direction</p>	<p>Consolidation:</p> 
Science	<p><u>Electricity</u></p> <ol style="list-style-type: none"> How do we draw circuits? How can we change the brightness of a bulb? How do the number of batteries (amount of volts) affect the brightness of a bulb? What would happen if the bulb was replaced with a buzzer? How might the sound that the buzzer makes change? How does the position of a switch affect how a component functions? 	<p><u>Revision and Consolidation</u></p>
<p>History</p> 	<p><u>The Ancient Greeks</u> <u>What did the Greeks ever do for us?</u></p> <p>Why did the Ancient Greek Empire become so important? How different were the Spartans and the Athenians?</p>	

	<p>How similar were the London 2012 Olympic Games to those held in Ancient Greece?</p> <p>What can we learn about the Ancient Greeks from their myths and religion?</p> <p>Why did the Ancient Greeks fight so many wars?</p> <p>What did the Ancient Greeks do for us?</p>
<p>Geography</p> 	<p style="text-align: center;"><u>Our world in the future</u></p> <p style="text-align: center;"><u>What will our world look like in the future?</u></p> <p>What, in our region, should we preserve for the future?</p> <p>What is the housing like in our area?</p> <p>What are the work opportunities like in our area?</p> <p>What are the public services and amenities like in our area?</p> <p>What is the community spirit like in our area?</p> <p>Can we make a plan for a sustainable future for our area?</p>
<p>Art</p>	<p style="text-align: center;">Fashion</p> <p>How do fashion designers use their interests to inspire their own work?</p> <p>Can I identify what I like and what I do not like about other peoples' art work?</p> <p>Can I follow a design brief?</p> <p>Can I use my sketchbook to generate and test ideas? Explore colour, line, shape, pattern in response to the brief?</p> <p>Can I explore and make how to make 2D shapes into 3D forms with painted and decorated paper?</p> <p>Can I evaluate my work, giving and taking feedback positively?</p>
<p>DT</p> 	<p style="text-align: center;"><u>Textiles</u></p> <p>1)(IEAs) Can I investigate and evaluate a range of existing textiles products and how they have been constructed using disassembly?</p>

	<p>2)(IEAs) Can I investigate properties of textiles through investigation? e.g. exploring insulating properties, water resistance, wear and strength of textiles.</p> <p>3)(FTs) Can I develop computer-aided design (CAD) skills by using pattern making software?</p> <p>4) (FTs)Can I develop skills of sewing techniques?</p> <p>5) Using an authentic and meaningful design brief, Can I design _____?</p> <p>6) Can I make a high quality product applying knowledge, understanding and skills?</p> <p>7) Can I Critically evaluate the quality of the design, the manufacture, functionality, innovation and fitness for intended user and purpose, considering others' opinions?</p>	
<p>PE</p> 	<p style="text-align: center;"><u>Athletics</u></p> <ol style="list-style-type: none"> 1. Sprint start technique to increase our running speed 2. The three phases of triple jump 3. The heave throw technique and what it is used for 4. To assess our own ability to play our role in parlauf running 5. The scissor jump technique and when it would be used in athletics 6. To record and relay results over a range of track and field events <p style="text-align: center;"><u>Hockey</u></p>	<p style="text-align: center;"><u>Tennis</u></p> <ol style="list-style-type: none"> 1. To communicate clearly with a partner to score points in doubles play 2. To attempt a two-handed backhand shot with control 3. To perform a lob shot to hit the ball over our opponent's head 4. To apply the correct rules and scoring system in games 5. Play different doubles formations and work with our partner to improve 6. To discuss and apply a range of tactics in doubles play to achieve success <p style="text-align: center;"><u>Rounders</u></p>

	<ol style="list-style-type: none"> 1. To shoot under pressure from close range 2. To perform long corner routines as part of a team 3. To use goal-side marking to prevent an attacker getting close to goal 4. To use a banana run to force an oncoming attacker out wide 5. To use a hit out to successfully to restart a game 6. Indian dribble and to play competitively using new skills 	<ol style="list-style-type: none"> 1. Attacking tactical bowling to make it more difficult for the batter to hit 2. To track and catch a high ball 3. To use fast bowling to deceive your opponent 4. To work in a pair in the field to restrict scoring 5. To apply tactics when running around bases to avoid overtakes 6. To apply attacking and defensive tactics in a competitive situation
<p>R.E.</p> 	<p>What is the Kingdom of God and what do Christians believe?</p> <p>What did Jesus teach about the Kingdom of God in the Parable of the Mustard Seed? How does Jesus use the parables of the Great Feast to explain the Kingdom of God? How does the local church community live as God's Kingdom on Earth? How does a belief in the Kingdom of God inspire and influence Christians across the world? What do you believe about life after death? What do Christians believe about life after death?</p>	<p>What does it mean to live in a religiously diverse world?</p> <p>What is religious diversity? What is my identity and what is a stereotype? How do different religions celebrate the birth of a child? How is the Golden Rule similar between different religions? What diversity of religion can be found in my local community?</p>
Computing	Creating Media	Programming
Music	<p><u>Composer Study</u> <u>BBC Ten Pieces</u> <u>Modest Mussorgsky</u></p>	<p><u>That's All Folks</u> What skills are required to deliver an outstanding performance?</p>

	<p>Night On a Bear Mountain Can I recall facts about the famous composer Mussorgsky?</p>	
<p>French</p>  <p>Primary Languages Network</p>	<p><u>Playing and enjoying sports</u></p>	
<p>Me and My World</p>	<p><u>Safety and the changing body</u></p> <ol style="list-style-type: none"> 1. What are the risks of drinking alcohol? 2. What do we mean by the term 'fake news'? 3. What can we do about bullying online? 4. What problems might people have during puberty? 5. How is a baby made? 6. How does a baby develop? 7. How can I help when someone is choking? 6. What do I need to do if a casualty is unresponsive? 	<p><u>Transition, wellbeing and identity</u></p> <p>How can we deal with changes that come with starting secondary school?</p> <ol style="list-style-type: none"> 1. How do we define our identify? 2. How does the media manipulate images?