

## Year 6 Curriculum Overview 2018-19

The following curriculum overview may be subject to change. At Monksdown Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our website and Twitter feeds which are regularly updated throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	This term we will be reading 'Holes' by Louis Sachar and 'Clockwork' by Philip Pullman. Narratives –we will also be reading, writing and retelling our own 'Rags to Riches Stories' and 'Losing Tales'. We will be using emotive language to describe feelings and description to describe characters. In our Non-fiction genres, we will be learning how to write discussion and persuasion texts.		This term we will be reading 'Fireweed' by Jill Paton Walsh and 'Skellig' by David Almond. Narratives –we will also be reading, writing and retelling a 'Finding Tale' and 'Character Flaw'. We will be using expressive language to describe settings and descriptive language to describe characters. In our Non-fiction topic we will improve our journalistic writing skills and poetry.		This term we will be reading 'Kensuke's Kingdom' by Michael Morpurgo and 'Riverboy' by Tim Bowler. Narratives –we will be consolidating our prior learning, as well as reading, writing and retelling a 'Meeting Tale'. We will be using emotive language to describe feelings. In our Non-fiction topic we will be learning about recount writing and create leaflets using persuasive/information writing as well as letter writing.	
<b>Computing</b>	The children will use word processing and presentation software to write a travel guide.		The children will choose from a range of software to present information. As part of their presentation; they will include a link to a website to support their information.		The children will learn to control devices through 'Hour of Code' to enhance their knowledge of 'Real World' Computer Science, and understand how to troubleshoot bugs and create algorithms.	
<b>Science</b>	<b>Electricity:</b> Children will investigate the affect voltage has on the brightness of a lamp or the volume of a buzzer. They will be able to explain the functions of components and the reasons for variations in their volume/brightness etc. Children will also be taught to recognise symbols and will represent these in a labelled diagram.	<b>Light:</b> Children will be taught to recognise that light appears to travel in straight lines, and will use that idea to explain how objects are seen. They will explain that light comes from a source and reflects into our eyes and will be able to explain why objects have shadows. Children will be taught to plan a scientific enquiry, make predictions and use results to formulate conclusions.	<b>Living things and their habitats:</b> Children will be taught how living things are classified according to common observable characteristics; taking into account similarities, differences and the reasons why they have been classified in such ways. Children will record data and report findings, identifying key scientific evidence.	<b>Animals including humans:</b> Children will identify, using scientific language, the main parts of the circulatory system, describing the functions of the heart, blood vessels and blood. Children will also be taught about the parts of the digestive system. Children will revisit the impact of diet, exercise, drugs and lifestyle and the way their bodies function. Children will learn how to record and present data on a variety of graphs and charts.	<b>Evolution and Inheritance:</b> Children will recognise that living things have changed over time – using the scientific evidence we learn about to support or refute ideas or arguments. Children will also recognise that living things produce offspring of the same kind, but usually not identical to their parents and they will identify that animals and plants adapt to suit their environment in different ways, discussing the links between this and evolution.	
<b>History</b>	As Historians the children will be learning about Ancient Egypt. Some of the key aspects of our learning will focus on religion and culture. The children will understand the methods of historical enquiry the use of evidence and pose their own historically valid questions. This topic will include a visit to the museum.		Topic linked Historical artefacts and images will be used as a stimulus for Short Burst Writes within English lessons across the term.		As Historians the children will study an aspect of British history beyond 1066. This will be an independent study on a topic of their own choice relating to National of local history, e.g. transport, travel, crime & punishment, housing and employment.	
<b>Geography</b>	<b>South America</b> Children will locate South America on a map and will name its countries and major cities. They will study the climate of South America's regions in comparison to each other and our own. Children will locate and discuss the physical geographical features, including the Andes. They will compare the human geography of the South Americas in relation to the UK, including a study of trade and industry. Children will then study a chosen region to compare to their local area.		<b>Our Local Area</b> Children will compare the location of Merseyside, Liverpool and Norris Green to other major UK regions. They will study the trade and economic activity of Liverpool and how this has changed since Liverpool ceased to be a major sea port, along with its regeneration since '2008 Capital of Culture'. Children will conduct a study of the River Mersey and discuss its importance to the city. They will discuss Liverpool's climate and compare it to a mountainous area, Southern coast and inland area of the U.K.		<b>Independent Study</b> Children will conduct an independent study of a country of their choice. This study will focus on the different physical and geographical features and will show evidence of map skills, geographical diagrams and will communicate geographical information.	
<b>Languages</b>	<b>The focus of our French lessons will be on practical communication, responding to spoken and written language. The children will be encouraged to speak with increasing confidence and fluency, as well as lengthening the amount of writing produced over the key stage.</b>					
	We will be recalling topics previously covered (colours, body parts, animals, clothes, family, school subjects, days, months). We will also be introducing rooms in the house.		We will be recalling topics previously covered (colours, body parts, animals, clothes, family, school subjects, days, months). We will talk about a past holiday (where, how, who with, weather, food, places) and understand and recite a poem linked to Easter		We will be recalling topics previously covered (colours, body parts, animals, clothes, family, school subjects, days, months). We will also be introducing countries of the world.	

<b>PE</b>	<b>Gymnastics</b> – The children will be taught to balance, move and land in a gymnastic sequence focussing on the musical rhythm of Mozart’s 5th Symphony.	<b>Indoor Athletics</b> –Develop skills from the 3 main aspects of athletics – running, jumping and throwing Develop flexibility, strength, technique, control and balance through athletics Can sustain pace over short and longer distances Able to run as part of a relay team working at their maximum speed Can perform a range of jumps and throws demonstrating increasing power and accuracy	<b>Games – Netball and Handball</b> Dribble effectively around obstacles Show precision and accuracy when sending and receiving. Perform skills with accuracy, confidence and control, Combine and perform skills with control, adapting them to meet the needs of the situation, Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game. Play competitive games ( modified where appropriate ) showing tactical awareness of attacking and defending and some knowledge of rules and scoring, Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success	<b>Athletics</b> – Develop skills from the 3 main aspects of athletics – running, jumping and throwing Develop flexibility, strength, technique, control and balance through athletics Can sustain pace over short and longer distances Able to run as part of a relay team working at their maximum speed Can perform a range of jumps and throws demonstrating increasing power and accuracy	<b>Striking and Fielding Games –tennis and Rounders</b> Show precision and accuracy when sending and receiving Perform skills with accuracy, confidence and control, Combine and perform skills with control, adapting them to meet the needs of the situation, Play competitive tennis showing tactical awareness of attacking and defending and some knowledge of rules and scoring, Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success	
<b>Music</b>	<b>I’ll Be There</b> The children will fluently perform ‘Living On a Prayer’ with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.	<b>KS2 Nativity</b> The children will learn to sing and perform a production based on the story of Christmas	<b>Classroom Jazz 2</b> Fluently perform with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of the song, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	<b>New Year Carol/Don’t Stop Believing</b> The children will fluently perform ‘New Year Carol/Don’t Stop Believing’ with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.	<b>Happy</b> The children will fluently perform ‘Happy’ with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.	<b>You’ve Got a Friend</b> The children will fluently perform ‘You’ve Got a Friend’ with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.
<b>Music Specialist</b>	Further develop strumming technique on guitar and arpeggiated patterns on glockenspiel/keyboard, and transfer this skill to guitar. Learn to play simple A, Em, G and C on guitar					
<b>Art</b>	As Artists, the children will improve their mastery of art and design skills and techniques across a variety of mediums. They will study the art and life of <b>William Morris</b> , comparing and contrasting the key features of his designs using different mediums: painting, printing with three overlays, digital art, and collage. Sketch books will be used to record, review and revisit ideas.		As Artists, the children will continue to develop their mastery of art and design skills and techniques, focusing on sketching and drawing skills with regards to illustrations by <b>Tim Burton and Quentin Blake</b> . They will recreate their images into 2D and 3D works of art and create their figures based on Tim Burton and Quentin Blakes’s animations. Sketch books will be used to record, review and revisit ideas.		As Artists, the children will further develop their mastery of art and design skills and techniques, drawing upon their experience and awareness of different aspects of art and design. They will focus on the work of two contrasting fashion designers, using their observations to design pieces of clothing and accessories, presenting their ideas using mediums and techniques of their own choice. Sketch books will be used to record, review and revisit ideas.	
<b>DT</b>	<b>Food Technology</b> - Food and Religion. Looking at the dietary requirements of ceratain religions. Plan and prepare a range of dishes linked to different religions.	<b>Structures</b> - Making a periscope, linked to science topic. Design and make a periscope. To use different tools and equipment safely and accurately. To evaluate it personally and seek evaluation from others			<b>Mechanisms</b> Book Art – design a book related to history topic incorporating levers and a rotating mechanism. Evaluate own and others products	<b>Textiles</b> Design and make own pencil case. Sewing fabrics, attaching a zip and buttons. Evaluate own and others products
	<b>Cooking and Nutrition:</b> Using Edible Gardens as a stimulus our children are taught the importance of a healthy and varied diet. They will prepare and cook a variety of dishes using a range of cooking techniques. As chefs the children will be taught where food comes from and will be taught about seasonality. Food Technology is also taught throughout the year linked to other areas of the curriculum e.g. Year 5 pupils make an Anglo Saxon feast, pancakes are made on Shrove Tuesday, Christmas cookery, Chinese New Year etc					
<b>RE</b>	<b>Scared texts</b> – Describe and understand links between stories across the main religions. Respond thoughtfully to a range of sources of wisdom, beliefs and teachings that arise. <b>Christmas- Journeys Epiphany-</b> .Compare the Christmas story as written in the four Gospels , paying particular attention to The Shepherds and the Kings, exploring how they are celebrated in a range of Christmas festivities.	<b>Places of Worship- Christianity, Buddhism Hinduism, Sikhism-</b> Consider how the architecture of different places of worship express a community’s way of life, values and beliefs. <b>Signs and Symbols- Christianity, Buddhism Hinduism, Sikhism-</b> Explore and describe a range of beliefs, symbols and actions in order to understand different ways of life and ways of expressing meaning. <b>Easter- Pentecost-</b> Observe and consider different dimensions of religion and show understanding of key events .		<b>Belonging</b> –Describe similarities and differences in the ways different traditions express what ‘belonging’ means to them. <b>Meditation</b> -Explore different ways of meditating and the impact of everyday life. Write prayers or meditation suited to particular occasions, traditions and events. <b>Journeys</b> -Describe and make connections between different features of the religious and worldviews they study. Discover more about pilgrimages and reflect their significance. <b>Ethical Issues</b> -Discuss and apply own and ideas of others about ethical questions including ideas about what is right and writing and what is just and fair.		
<b>SMSC/PSHE</b>	In SMSC the children will explore ‘changes’. The children will be taught aspects of British Values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance. All aspects of school life aim to deepen and develop understanding of these concepts and compliment PSHE. <b>As a school we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children. Our school values encourage the pupils to be: Responsible, Resilient, Respectful and Resourceful; these ideals are central to our school ethos.</b>					
	<b>Calm School WOW – Walk once a week</b>	<b>Anti-Bullying Week (12th-16th November)</b>	<b>Online safety day (5th February)</b>	<b>NSPCC - Pants</b>	<b>Healthy School Day</b>	<b>Enterprise Day</b>
	<b>What are human rights?</b> <b>+Rule of Law</b> *Respectful *Responsible	<b>How can we manage risk?</b> <b>+Individual liberty</b> <b>+Rule of Law</b> *Responsible	<b>What makes a healthy and happy relationship?</b> <b>+Individual liberty</b> <b>+Mutual respect</b> *Respectful *Responsible		<b>How can we stay healthy?</b> *Responsible *Resourceful	<b>How can money affect us?</b> <b>+Individual liberty</b> <b>+Rule of Law</b> *Responsible *Resourceful