Year 6 Curriculum Overview

YEAR 6	1st half Autumn Forest School	2nd half Autumn	1st half Spring	2nd half Spring	1st half Summer	2nd half Summer
ART	ART: Drawing Ancient Greeks	ART: Painting Different Genres	ART: 3D Sculpture Henry Moore	ART: Printing		
COMPUTING	Excel – IF Formula	Online Safety – Social Media	LEGO – DT Link	Screen Capture	Website building	Movie Making – End of Year video
DT					DT: Food – Culture & seasonality - India	DT: Frame Structures Forest Shelters New Forest Trip
GEOGRAPHY		Food, Farming & Trade		Culture & Trade		Local Study - Forest/Coast/Heath Trip to New Forests / Purbecks
HISTORY	Ancient Greeks		WWII Impact on Great Britain Trip to Tynham Village		India Empire & Independence	
LANGUAGES (Spanish)						
MUSIC	Analysis of classical/contemporary pieces and music appreciation.	Notation and composition – advanced skills	Jumbie Pans Skills	Jumbie pans and performance	Indian music Experience day and then composition and playing	End of year performance Musical
P.E.	Swimming IG: DODGEBALL	Swimming IG: - Basketball PL Reading Stars YR 5/6	IG: Football – p.m. Dance Active Numeracy YR 5/6	Gymnastics IG: Hockey	FITNESS OAA	Athletics SF: Cricket. Swimming (boosters)
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	ISLAM: Beliefs & Practices	CHRISTIANITY: Christmas	CHRISTIANITY: Beliefs & Meaning	CHRISTIANTY: Easter	ISLAM: Beliefs & Meaning	ISLAM: Beliefs & Meaning
SCIENCE	Light	Human Body (Animals including humans)	Electricity	Classification	Classification	Evolution and inheritance

Year 6 Curriculum Overview

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Ancient Greeks** **ART: Drawing**	**WWII: Leaders ART: Painting** **DT Link in Science - Electrical Systems**	**WWII: GB ART: 3D sculpture** **Henry Moore DT Link – Strengthen & stiffen**	**France - ART: Printing** **(look at French art work)**	**India - DT: Food – Culture & Seasonality** *	**Local Forest, Coast & Heath** **DT: Frame structures: Forest Shelters Trip to the New Forest**
Overarching Question	**What techniques should I use to depict movement, perspective, shadows and reflection?**	**How can I apply everything I have learnt in Art to create an original composition?**	**How did Henry Moore translate his work from 2D to 3D?**	**Can I follow instructions and create atheistically pleasing prints using the skills I have gained?**	**How can the history and culture of a country be reflected in its cuisine?**	**How could I build a shelter that would protect me overnight in the forest?**
Key Concepts & Vocab	Tones, shading, highlights, shadow	Scaling up; Understanding genre; Painting on canvas	Shape, form, model and join.	collagraphy, mono-printing, lithography/Lithographic/offset printing	Templates and joining techniques,	frame structure, stiffen, strengthen, reinforce, stability, shape, join, temporary, permanent
Key artists, designers, artwork, objects	Realistic painting: Girl with a Pearl Earring, by Johannes Vermeer Impressionist painting: Woman with a Parasol, by Claude Monet	Examples of WW2 Propaganda WW2 artwork Sketch book unit	Henry Moore – Learn about the man, the artist and his work. - Learn how he moved from sketch to final sculptural piece.	Andy Warhol Pablo Picasso Banksy Escher	- History of Indian dishes - Recipes of Indian dishes adapted to palate of children and reflecting nutritionally balanced versions.	Shelters Forest School experience Trial runs in school grounds
Precis	DRAWING – Movement & Perspective (Application of all previous learning). Attempting to capture movement. Use a choice of technique to depict movement, perspective, shadows and reflection. Choose style of drawing suitable for work (e.g. realistic or impressionistic). Please note this is a sketch book/technical skills unit.	Pupils taught to scale up & to recreate large image from small image. Look at the skills, techniques, artists and their paintings discovered over time studying art at Talbot. Discuss which techniques, artists and paintings have inspired them and why? Focus on WW2 Propaganda materials – posters	Consider the abstract images of realistic drawings and reflect on the huge size of the pieces. Pupils reflect on the sketches showing movement created earlier in the year. This style will be the basis of their abstract design. Model the process. Pupils will make 3 small clay sculptures using sketches to abstract model.	Introduce lithography: lithography /Lithographic and offset printing, or litho printing for short. Model how to create quality stencils (refer to Banksy). Pupils have opportunities to practise different printing techniques using stencils they have produced. Final art unit of pupils' time at Talbot. Give time to reflect & evaluate their skills/artwork.	Children will learn about a range of Indian dishes the importance of spice, vegetarianism and the influence the British ruling classes on the development of key dishes. Similarly, pupils will investigate how Indian dishes have become British favourites. Children will work in groups to prepare a range of main meals,	How frameworks can be reinforced and strengthened? How could structures be replicated in the forest? What materials would be available? Show pictures and actual examples of forest materials. Plan in groups, create small scale models and test for strength. Final product will be constructed in the New Forest.
Outcome:	Design and draw a landscape from your imagination that depicts movement , reflection and perspective	Paint a World War 2 painting for an exhibition on a canvas, using any desired medium or technique that will evoke an emotion.	One of the 3 smaller models is selected to be a larger piece which will be made with wire and Modroc.	A triptych of their best prints over the course of Year 6	Design, make and evaluate a variety of Indian dishes that are cost effective, tasty and nutritionally balanced	Design, make and evaluate a temporary forest shelter that can be used by a group of 4 children to survive a night in the New Forest
NC Skills & knowledge *** Allergies check required**	To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material	To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material	- To use a range of materials, creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - About the work of a range of artists, crafts makers and designers, describing the differences between different practices and disciplines, and making links to their own work.	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay. - To 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. - About great artists, architects and designers in history.	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.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Art Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: evoke emotion, exhibition, scaling up, grid method, resize, ratio, coverage, techniques, propaganda, seascapes, perspective, view point, photography, genre, appreciation, stencilling, lithography, mono-print, transferable, design, movement, perspective, impressionist, composition, translation, sculptural, atheistically pleasing, triptych, stencils, **Drawing**: * Know how to use scaling up to recreate a large image from a small image. * Know how to draw movement. * Know how to draw perspective. **Painting**: * Know and understand how to appreciate the differences in art subjects and techniques and that tastes in art are different. * Know, use and understand different painting techniques to create painting **Printing**: * Know how to print using lithography. * Know how to print using stencils. * Know and understand different printing techniques in mono-colour to create an atheistically pleasing triptych **3-D**: * Know, understand and use the techniques of Henry Moore to create large abstract sculpture					
DT Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: cuisine, culture, spice names and names of Indian dishes, mains, sides, deserts, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional **Food & Nutrition**: * To understand and apply the principles of a healthy and varied diet. * To be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. * To understand seasonality and know where a variety of ingredients are sourced from. * To be able to explain how different cultures contribute to the national cuisine. **Frame Structures**: * To generate, develop and model innovative ideas, through discussion, prototypes & annotated sketches. * To know how to strengthen, stiffen and reinforce 3-D frameworks. * To be able to competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. * To be able to critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.					

Year 6 Curriculum Overview

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Excel – IF formula**	**Online-safety – Social media**	**LEGO – DT Link**	**Screen capture**	**Website building**	**End of year video**
Overarching question	Is there a limit to using formula?	Should we be using social media?	What links are there between Computing and Design Technology?	How can you apply your Computing knowledge to support others?	Can we ensure we adhere to online safety guidelines?	How can technology be used to create lasting memories?
Key Concepts	Can understand and apply the fundamental principles and concepts of computer science.	Are responsible, competent, confident and creative users of ICT.	Can analyse problems in computational terms & have repeated practical experience of writing computer programs in order to solve such problems.	Apply information technology, including new or unfamiliar technologies, analytically to solve problems.	Are competent and responsible users of ICT	Application of each 4 strands
Precis	Using KS2 data from previous years (names changed for GDPR), children are to use excel to complete a range of analysis. They will learn to use colour coding, ordering, cells rules (if cell contains character > X, < X, between etc.). Children to move on to VLookup function – use a table of pre-set data (raw score to scaled score) and link to raw score cells.	Introduction to online-safety – what it is, why they need to stay safe online. Look at the sharing of personal information online, creating golden rules of being on a computer. Discussions about who children need to talk to if they are worried, and the trustworthy people around them. Look at 'online life' and what the internet can be used for. Create an avatar for their 'online profile'.	With links to DT, the children will be controlling devices through Lego WeDo software. This unit sees the children working in small groups, building various lego models. This then links to the computer, where they can programme it to do different movements and actions. The links to Scratch are clear, with block coding and programming. Modifications can be made to their model to improve, and evaluate their approach after each model made.	Children will create a How to video which can be used by other members of staff when they come to a programming unit they are unsure of. This unit will test the children's ability to code, program and debug, as well as being able to explain Lehman's terms how to complete each step.Using Windows + G, they will record what is on their screen and complete a series of short task (e.g how to make your rover move in Kodu, how to create a sprite in Scratch). They can then save these videos with various titles and small captions into the shared area for staff & children to access.	Using Wix.com, pupils will build their own website. This will be linked to a topic of their choice – it can be a unit from Year 6, or a topic they've covered in previous years which they can talk about in detail. Link back to previous lessons in KS2, where they have been taught to have a discerning eye when it comes to online content. What responsibilities do we have if we are putting content online? Why is it important to ensure all facts are accurate? How can we do this? Finding research from range of sources to ensure its accuracy. Webpage to have: subpages, welcome page & blogging section so to build on Y 5's unit	A final unit which will bring together all of the skills learnt over KS2. They are to create an end of year/end of time at Talbot video which they can take away with them. They will have access to photos and videos of school trips throughout their time at Talbot. They will use the Photos program to create an engaging and memorable video, with music, transitions, captions included. These will be written onto a DVD by the school once completed.
NC Skills & Knowledge	- To 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.	- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Apply their understanding of computing to program, monitor and control their products. **(DT OBJECTIVE)**	- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - To design, write & debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing into smaller parts	- To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and opportunities they offer for communication & collaboration.	- To understand computer networks including the internet; how they can provide multiple services, such as the WWW; and the opportunities they offer for communication - To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing into smaller parts. - To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
Computing Assessment Fundamentals Knowledge	- Understand how excel has a range of functions which allows them to analyse data. - Know the different formula inputs and what function they have. - Be aware of the age limits for social media platforms. - Understand that cyber bullying is more prevalent than ever. - Social Media footprint can affect future prospects. - Know how Computing can support DT development, and how this is used day to day by manufacturing companies. - Understand the importance of checking facts and information before publishing. - Be aware of responsibilities when making websites. - Be aware of how to make an engaging and informative video.					
Skills	- Use the VLoopUp function to link cells to pre-set items (tables, scores etc). - Use the IF function to order and analyse data. - Give a definition of trolling and talk about its impact on society. - Be able to say the age limits on a range of social media platforms. - Discuss how social media can affect prospects in later life. - Link DT products to computer software. - Use programming to make these products move. - Create a simple, yet informative video explaining various coding programs. - Create online, accurate and responsible online content. - Apply all learnt skills into a final, one-off video.					

Year 6 Curriculum Overview

Geography History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	The Birthplace of democracy	*Individual Liberty* –	What is the Bulldog or British Spirit?	Mutual Respect- Cultural difference	The impact of the British Empire on Individual liberty	Mutual Respect – Why should natural habitats be protected?
Area of Focus	Ancient Greeks	Food & Farming	WWII Trip to Tynham Village	Culture & Trade	India	Local Study - Forest/Coast/Heath Trip to New Forests / Purbecks
Overarching Question	What did we learn from the Ancient Greeks?	How do we feed ourselves and look after the land?	How was Great Britain affected by WW2?	Who do we trade with and why?	How did India gain their independence?	What makes a habitat?
Key Concepts & Vocab	Democracy, Civilisation, Society	Agriculture, Food Miles, Land Use, Seasonality, Trade	Government, Parliament, War	Culture, Trade, Agriculture	Empire, Oppression, Rebellion	Coast, Forest, Heath, Environment, Fertile, Vegetation
Precis	Democracy - Myths - Olympics - Religion (Roman) – philosophy – constellations – Medicine (Socrates) Compare and contrast with achievements of Ancient Egyptians / Mayans / Romans	Children to consider land use in the UK and how much land globally is given over to agriculture and the production of food. They learn how the physical geography of a place determines its suitability for food production , in terms of landscape and climate. They must understand the journey of food from the field to the table, seasonality and ethical practice.	The main effects of WW2 on GB including: - Rationing - The Blitz – Evacuees - Battle Of Britain – Propaganda Learn about Dunkirk. Dunkirk spirit and surviving the Bltz. People still reference these as examples of British fortitude.	Two-part focus: Firstly, the principles of trade – building on introduction through food and farming (& revisiting rise of smuggling - Y4). Look at different cultures within school community and how they trade, including natural resources. Look at growth of China in this regard. Secondly, Cultural differences; comparison in terms of land mass, natural resources, etc.	A focus on India in the 20th Century, and its journey from British Empire to Independence, through the leadership of Gandhi Compare with previous year on USA and their respective journeys. Case study on Gandhi himself.	Brand new topic – children will use geographical skills and fieldwork (compass, grid references) for map work. Children to look at the heath, New forest and coast to explore the differences in habitat, the vegetation and sustainability Geographical skills and fieldwork. 8 points of the compass. 4 and 6 grid references.
NC Skills & knowledge **ALL GEOGRAPHY**: To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. **ALL HISTORY**: To develop an awareness of the past, using common words and phrases relating to the passing of time.	To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. The achievements of the earliest civilisations.	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	* UK Geography here - To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources. - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - To locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics countries and major cities. - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	To 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 United Kingdom and the wider world. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Geography Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: Culture, Trade, Agriculture, Coast, Forest, Heath, Environment, Habitat, Fertile, Vegetation * To be able to confidently use maps with 4 and 6 figure grid references. * To be able to identify the characteristics of different habitats and make comparisons. * To identify and explain the cultural differences between the UK and France looking at both human and physical geography. * To understand important locations from World War II from visiting France in the school field trip.					
History Assessment Fundamentals	**Vocabulary**: To know, understand and use the following vocabulary accurately and with confidence: Democracy, Civilisation, Society, Tyranny, Empire, Oppression, Dictatorship, Government, Parliament, War, Rebellion * To be able to give clear and balanced views on contentious issues, and support their views with appropriate evidence. * Compare and contrast Ancient Civilisations – Egypt and Greece. * Give comprehensive answers to the Key Questions for a topic, through a variety of mediums (i.e. debate, written argument, propaganda etc. * To be able to summarise their learning, and use it to support their views. * To refer to previous learning, and show a clear understanding of chronology in their work.					

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Analysis of classical/contemporary pieces and music appreciation.	Notation and composition – advanced skills	Jumbie Pans Skills	Jumbie pans and performance	**Indian music** **Experience day and then composition and playing**	End of year performance Musical
Overarching Question	What is a Leit motif? Can you identify instruments by their sound?	Can you read and write standard notation, to include syncopation?	Can you learn to play a Jumbie pan using accurate techniques?	Can you play layered music by heart or with music and keep in time?	What are the components of Indian music?	Can you perform expressively as a year group to produce a musical?
Key Concepts & Vocab	*Listen, recall sounds and appraise.* Develop an understanding of the history of music. *Vocabulary:* Brass, strings, percussion, woodwind, leitmotif, pitch, bassoon, clarinet, flute, timpani, oboe, French horn	Using Voices to sing. Playing instruments. *Compose and improvise.* Use musical notation *Vocabulary:* Syncopation, semi-quaver, dotted crotchet, National anthem, lyrics, close harmony.	Playing instruments. *Listen, recall sounds and appraise.* Use musical notation *Vocabulary:* Jumbie Pans, steel drums, octave, sharp, rolling, ascending and descending scale, harmony, melody	*Listen, recall sounds and appraise.* Playing instruments. Perform and share. Use musical notation *Vocabulary:* Tempo, dynamics, chords, patterns, bass line, texture. Caixa, shakers (Ganza), scrapers (Reco-Reco) and Repenique (Hepique)	Develop an understanding of the history of music. Playing instruments. *Listen, recall sounds and appraise. Compose and improvise.* *Vocabulary:* Rag, Tal, Drone, Tabla, Sitar, Tanpura. Classical, Bhangra, Bollywood Sargam (naming notes) Sam (beat 1 Tintal (4x 4beta rhythms.	Use voices to sing. *Listen, recall sounds and appraise.* Perform and share. *Vocabulary:* Musical, melody, harmony, solo, duet, lyrics, performance, staging.
Precis	Listening challenges (work linked to year 5 summer 1) Recognition of instruments played by sound only. Recap orchestral instruments and sections. Discussion of contrasting styles for different composers. Compare instrument pitch with size. Then focus in on 'Peter and the wolf' by Prokofiev – to study Leitmotifs. Continue with rhythm and singing games throughout to keep up skill levels.	Use rhythm-trainer to secure dotted crotchet and single quaver rhythms. Discuss syncopation and play examples. Notate these in four beat rhythm cards (game). Singing related to WWII- singing funny songs to raise moral. E.g. Quarter masters store and cheap veg soup allows for creative lyric writing! What is a national anthem? Use pianos/keyboards to play. Listen to other music from the era – Vera Lynn/ big band- Glenn Miller.	Learn the origins of Jumbie Pans and steel pan playing – construction of and sounds produced. Initial lessons on technique (new instrument). What is an Octave? Learn G major scale. What is an F#? Why is this needed? Play the scale at varied tempos, in crotchets , minims or semi-breves. Can different groups canon the scale? Learn rolling technique. Ascend and descend the scale. How are pieces formatted? Do they have musical patterns? Look at varied notation for this instrument. Use groups for harmonies and melodies.	Learn a variety of pieces with increasing difficulty. Use tracks to keep playing steady and continuous. Differentiate groups by assigning parts (bass lines are simpler). Learn how to play chords – bass line (Tempo even more important.) Work on changing the dynamics of the pieces. When all skills are embedded, put together at least 2 performance pieces (for Art's night) –'Feeling Hot' and 'Hill and Gully Rider'. Introduce Non-pitched percussion – Possible Samba cross-over/blend.	Learning about Indian music and its culture. Listen to examples of Indian Music – what instruments (or types) can you hear? What is the texture like? Musical experience with Harkaret and Chris Woods to learn about Tal (repeated rhythms) played on the Tabla (drums). Lear about Rag (patterns of notes on the Sargam scale) and the drone which underlies the music. Structured group composition work to come up with a Rag, Tal and drone of their own that fit together. ecord).	Learn and take part in a full musical (new each year). Music will include melody and harmony parts so the children will have to sing in parts and hold their lines. Some solo work. Additionally some songs will also have dance rhythms and acting integrated into the songs. Music and lyrics to be learnt by heart with an awareness of audience and understanding their contribution to a larger project. Performances to the school and parents at the end of term.

Year 6 Curriculum Overview

MUSIC YEAR 6 FUNDAMENTAL SKILLS and KNOWLEDGE	Is familiar with some great composers and their place in the history of music. Is able to describe a composer's musical style and achievements. Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Begin to recognise and identify instruments and numbers of instruments and voices being played. Describe music using musical words and use this to identify strengths and weaknesses in music.	Use of a variety of notation when performing and composing. Quickly read notes and know how many beats they represent. Create my own musical patterns. Is able to use staff notation to record simple compositions. Can notice and explore how music reflects time, place and culture. Compose music for different occasions using appropriate musical devices.	Is able to develop and perform a solo or small group presentation for an audience. Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group.	Use of a variety of notation when performing and composing. Quickly read notes and know how many beats they represent. Use different venues and occasions to vary my performances.	Can describe the salient features of a piece of music they have heard and know what tradition it belongs to. Notice, comment on, compare and explore how music reflects different intentions and the relationship between sounds. Show thoughtfulness in selecting sounds and structures to convey an idea. Improvise melodic and rhythmic material within given structures. Use a variety of different musical devices including melody, rhythms, and chords. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.	Sing a harmony part confidently and accurately. Use different venues and occasions to vary my performances. Is able to develop and perform a solo or small group presentation for an audience. Sing or play from memory with confidence, expressively and in tune. Perform significant parts from memory with awareness of my own contribution.
Music Assessment NC Primary Curriculum	Photos for assessment book from class. Photographic and video evidence from Jumbie Pan playing (Art's night) and end of year musical, also possibly their Indian music compositions. Record of WT/ARE/GD per term against level descriptors.					
	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.					

Year 6 Curriculum Overview

P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Swimming (See Swimming Plan)	Swimming (See Swimming Plan)	**IG: Football**.	Gymnastics	FITNESS GS4PE – Yr5/6	NW: Tennis – GS4PE Yr 6 Swimming (boosters)
Overarching question	Can I swim 50m safely?	Can I use a range of strokes efficiently when swimming?	Which different positions can I play with skill and control?	How can I create a collaborative sequence?	What are my physical limits and can I push myself to surpass them?	When playing competitively, can I choose the most effective shots to beat the opponent?
Key Concepts, Skills & vocab			**Physical**: Dribbling / Passing / Ball control / Tracking / Jockeying / Turning / Goalkeeping **Social**: Communication Collaboration / Cooperation/ Respect **Emotional:** Honesty/Perseverance **Thinking**: Select and apply tactics / Decision making	**Physical**: Rolls: Straddle, Forward, Backward / Counter balance / Counter tension / Bridge / Shoulder stand / Handstand / Cartwheel / Headstand / Vault **Social**: Responsibility / Collaboration / Respect **Emotiona**l: Confidence **Thinking**: Evaluating & improving sequences	**Physica**l: Strength / Speed / Power / Agility / Coordination / Balance / Stamina **Social**: Supporting and encouraging others / Working collaboratively **Emotional**: Perseverance / Determination **Thinking**: Analysing data	**Physical:** Forehand groundstroke / Backhand groundstroke / Forehand volley / Backhand volley / Underarm serve / Split step **Social**: Collaboration / Communication / Respect **Emotional**: Honesty / Perseverance **Thinking:** Decision making / Selecting and applying tactics / Evaluating and improving.
Precis			Pupils improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will learn the basics of goalkeeping. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful.	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances.	Pupils take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils have opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.	In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.
Assessment statements			I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly.	I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can work collaboratively with others to create a sequence. I understand what counter balance and counter tension is and can show examples with a partner.	I can change my running technique to adapt to different distances. I can collect, record and analyse data to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them.	I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I understand that there are different areas of fitness.
Health & Safety			Unused balls must be stored in a safe place - use a bench turned on its side or cones to stop them rolling.	Pupils should remove shoes and socks. Refer to the gymnastic guidelines in the resource bank for further info on specific gym H & S.	Pupils must work within their own capabilities. All actions need to be performed with control.	Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place.

Year 6 Curriculum Overview

Area of Focus	**IG**: Dodgeball Forest School	IG: - Basketball PL Reading Stars YR 5/6	Dance Active Numeracy Yr5/6	IG: Hockey	OAA – GS4PE Yr5/6	Athletics
Overarching question	How can I help a competitive game to run smoothly?	How can I work with my teammates to outwit the opponents?	What is choreography?	How is the quality of my skills affected when I play games?	How can you use the ideas of others to find the best solution to a problem?	What is your personal best? How can you improve it and push your limits?
Key Concepts & vocab	**Physical**: Throwing / Catching / Dodging / Blocking / **Social**: Collaboration / Respect **Emotional**: Honesty **Thinking**: Decision making / Selecting and applying tactics	**Physical**: Throwing and catching / Dribbling / Intercepting / Shooting **Social**: Communication/ Collaboration **Emotional**: Perseverance / Honesty and fair play **Thinking**: Planning strategies and using tactics / Observing and providing feedback	**Physical**: Perform variety of dance actions / Use canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring **Social**: Share ideas/ Inclusion **Emotional**: Confidence **Thinking**: Providing feedback	**Physical**: Dribbling / Passing Receiving/ Tackling / Creating and using space / Shooting **Social**: Collaboration **Emotional**: Perseverance **Thinking**: Planning strategies and using tactics	**Physical**: Stamina / Running **Social**: Communication / Teamwork / Trust / Inclusion / Listening **Emotional**: Confidence **Thinking**: Planning / Map reading / Decision making / Problem solving	**Physical:** Pacing / Sprinting / Jumping for distance / Jumping for height / Push throwing for distance / Fling throwing for distance **Social**: Negotiating /Collaborating **Emotional**: Perseverance / Determination **Thinking**: Observing and providing feedback
Precis	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.	Pupils focus on developing an idea or theme into dance choreography. They work in pairs & groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils choreograph, perform and provide feedback on dance. They think about how to use movement to convey ideas, emotions, feelings and characters.	Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will think about how to use tactics and collaborate with others to outwit their opposition. They will also model the need for fair play	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and how to persevere to achieve a personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are able to lead when officiating as well as observe.
Assessment statements	I can officiate and help to manage a game I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I understand that there are different areas of fitness.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation, making decisions quickly. I can use the rules of the game honestly I can work collaboratively to create tactics with my team. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations.	I can choreograph a dance and work safely using a prop. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate my own and others' work.	I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence.	I am inclusive of others, can share job roles and lead when necessary. I can orientate and map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively to solve challenges.	I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development. I can perform jumps for height and distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance.
Health & Safety	Unused balls must be stored in a safe place. Use softballs to play dodgeball. Head shots do not count in dodgeball.	Unused balls must be stored in a safe place. Ensure pupils are always ready to receive a ball before throwing it.	Pupils should remove shoes & socks. However, in 'Stamp, Clap' dance pupils keep shoes on	Tennis, air flow or foam balls should be used. Sticks not to be lifted higher than waist height.	When orienteering, ensure pupils are shown boundaries of the course and are given safety expectations.	check area is clear before throwing and there is adequate space between throwers • obstacles can fall easily when hit • adequate space for runners
P.E. Assessment Fundamentals SKILLS KNOWLEDGE	I can use a wider range of skills with increasing control under pressure. I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can perform dances confidently and fluently with accuracy and good timing. I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points.					

P.S.H.E. - (Jigsaw)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overarching Question	How can choices about my own behaviour relate to my rights and responsibilities?	How can difference become a source of conflict or a cause for celebration?	How can I work with others to make the world a better place?	Why should alcohol be used responsibly?	Why is it important to recognise when people are trying to gain power or control?	How does a baby develop from conception through to birth? How are babies born?
Key Concepts & Vocab	My year ahead Being a global citizen 1 Being a global citizen 2 The learning charter Consequences Owning our learning charter	Am I normal? Understanding disability Power struggles Why bully? Celebrating difference Celebrating difference	Personal learning goals Steps to success My dream for the world Helping to make a difference Helping to make a difference Recognising out achievements	Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	My relationship web Love and loss 1 Love and loss 2 Power and control Being safe with technology 1 Being safe with technology 2	Self and body image Puberty Girl talk/boy talk Babies- conception to birth Attraction Transition to secondary school DVD's conception and birth shown to children and parents session offered.
Precis	Children's rights and responsibilities are explored in the context of our world.	Children will learn about disability and how to value all humans.	Children will consider the wider world and how they can make a difference.	Children will learn about social influences they may encounter and how to deal with them.	Children will further develop their understanding of loss and explore control through technology.	Children will be prepared for changes at school and to themselves.
Outcome	Learning charter	Admiration accolades	Garden totem pole and fundraising event	Recipe book illustrations	Internet safety film or presentation	Journey t-shirts (paper)
PSHE Assessment Fundamentals SKILLS & KNOWLEDGE.						

Year 6 Curriculum Overview

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 6	**ISLAM: Beliefs & Practices**	**CHRISTIANITY: Christmas**	**CHRISTIANITY: Beliefs & Meaning**	**CHRISTIANTY: Easter**	**ISLAM: Beliefs & Meaning**	**ISLAM: Beliefs & Meaning**
Overarching Question	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2
Key Concepts & Vocab	Five Pillars, Zakah, Sawm, Qu'ran, Hajj, commitment, effort, mosque	Mary, Virgin Birth, Incarnation, Holy Spirit, Luke chapter 1 (Mary's reaction), Matthew chapter 1 (Joseph's reaction), John chapter 1 (god and man)	Agape, Ten Commandments, salvation, eternity, heaven,	Lent, Ash Wednesday, Shrove Tuesday, Fish symbol, CAFOD, Ten Commandments, salvation, eternity, Christian festivals	Akhirah, Muhammad, Qu'ran, Five Pillars, Jihad, Ummah, 8 doors of heaven	Akhirah, Muhammad, Qu'ran, Five Pillars, Jihad, Ummah, Interpretation, motivation, 8 doors of heaven, avoiding stereotyping
Precis	To understand how Muslims show their commitment to God and their religion.	To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	To understand the Christian belief that because of Jesus' resurrection Christians can also have eternal life.	To examine the influences Christianity still has in the world.	To examine the Muslim belief in Akhira (life after death) and how this helps Muslims to lead good lives.	To understand different Muslim interpretations of Jihad – one of the 8 doors of heaven.
Assessment R.E. Assessment Fundamentals SKILLS KNOWLEDGE.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims. **Suggested final assessment:** Children to write their answers to the following questions: In which ways do Muslims show their commitment to God? What is the best way for a Muslim to show commitment to God? Presented in a text genre of T's choice.	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. **Suggested final assessment:** Children to answer: Why was a virgin chosen to be Jesus' mother? How significant is it that Mary was Jesus' mother? Presented in a text genre of T's choice.	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal. **Suggested final assessment:** Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why? Presented in a text genre of T's choice.	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this. **Suggested final assessment:** Is Christianity still a strong religion 2000 years after Jesus was on earth? Children write a newspaper/news article giving at least two arguments for and against, maybe including interviews with people e.g. Christians from Christian charities/Humanists who believe they do good in the world because it is the right thing to do and there is no need for Christianity to motivate people to do this, etc. Peer - assess and improve.	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. **Suggested final assessment:** Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9 formation which of these might need the most effort (be seen as the most challenging for the person's Greater Jihad, and explain your reasons).	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. **Suggested final assessment:** Does belief in Akhirah (life after death) help Muslims lead good lives? Summarise the work done in Parts1 and 2 of this enquiry. Ask children to complete the Activity Sheet i.e. to write a balanced argument to answer the enquiry question, concluding with their own opinion/s. This can be presented in other ways.

Year 6 Curriculum Overview

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	**Light**	**Electricity**	**Living things and their habitats - Classification (microorganisms)**		**Animals, including Humans Human Body**	**Evolution and Inheritance**
Overarching Question	How does light travel?	Have you got the power?	How do we identify organisms?		Why is it important to be healthy?	Where did we come from?
Key Concepts & Vocab	Reflection, Incidence, shadow Angle of incidence, opaque, Angle of reflection, sources Transparent, Translucent	Circuit, Series/Parallel Voltage, Brightness, Dimness components	Kingdom, Phylum, Genus, Species		Circulatory system, Absorption, Exercise and diet, Obesity	Fossil record, Pentadactyl limb, Genetics, Genetic variation, Mutation, Recombination, Offspring, Generation,
Precis	Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.	Building on their work in yr 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.	Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.		Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.	Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. find out about Mary Anning, Charles Darwin and Alfred Wallace developed their ideas on evolution.
NC Skills & Knowledge	To recognise that light appears to travel in straight lines. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit To 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 To use recognised symbols when representing a simple circuit in a diagram.	To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics.		To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans.	To 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 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Assessment Fundamentals Science KNOWLEDGE & SKILLS	**SCIENCE** - Classify organisms using observable and specific characteristics. - Name and describe the circulatory, digestive and pulmonary systems. - Identify how organisms are suited to their environment - Identify that organism have changed and adapted over time. - Identify how light travels and is reflected off different surfaces. - Identify that shadows are formed by opaque objects. - Make series and parallel circuits. - Use conventional symbols to represent a circuit diagram. - Compare how components in a circuit are affected by a change in voltage of cells.					
	WORKING SCIENTIFICALLY - Planning, recording and analysing results to answer their own and others enquiries. - Using a range of scientific equipment to take accurate measurements using standard units - Recording results in an increasingly complex way – using a range of recording devices (line graph, stem and leaf etc). - Using results to reach conclusions and to give predictions for further questions - Present results in a range of ways including written and verbal. - Identifying scientific research/evidence that supports or refutes ideas or arguments.					