

**Year 6 Curriculum long Term Overview**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National &amp; School Events</b>		Black History Month Harvest Celebration	Anti-Bullying Week Road Safety Awareness Week Remembrance Day Christmas Children in Need	Number Day Safer Internet Day Children's Mental Health Week	Science Week Book Week Autism Awareness Week Red Nose Day	Mental Health Awareness Cultural Diversity Week	Sports Week Summer Fair
<b>Reading</b>	<b>Reading Threshold Concepts:</b> Reading widely and often Developing fluency Construct meaning Reading discussions Wider world	Unit 1: VRS - Class Text  Unit 2: TOB- The Highway Man	Unit 1: VRS- Class Text  Unit 2: TOB- Rose Blanche	Unit 1: VRS- Class Text  Unit 2: TOB- The Story of Captain Nemo	Unit 1: VRS- Class Text  Unit 2: TOB- Clockwork	Unit 1: VRS- Class Text  Unit 2: TOB- The Origins of Species	Unit 1: VRS- Class Text  Unit 2: TOB- Booked
<b>Writing</b>	<b>Writing Threshold Concepts:</b> Communicate Spelling Organise information and ideas Vary sentence structures Handwriting Revise and evaluate	Narrative Recount: A Legend-Robin Hood (fiction)  Poetry and social and political (fiction)  Explanation (non-fiction)	Biography (non-fiction)  Character driven narrative (Skellig) (fiction)	Flash Fiction (short story) (fiction)  Community Activism (non-fiction)	Historical account (links to Marvellous Medicine) (non-fiction)  Science report (non-fiction)	Autobiography  Editing and improving writing projects	Speech making performance project  Match reports
<b>Maths</b>	<b>Threshold Concepts:</b> Fluency Reasoning Problem Solving	<b>Number:</b> Place Value to 1 million <b>Number:</b> Addition, Subtraction, Multiplication and Division <b>Numbers:</b> Fractions, decimals and percentages <b>Geometry:</b> Position and Direction		<b>Number:</b> Ratio and proportions <b>Numbers:</b> Algebra <b>Measurement:</b> Converting Units <b>Measurements:</b> Perimeter, Area and Volume		<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Problem Solving</b> <b>Investigations</b>	
<b>Science</b>	<b>Threshold Concepts:</b> Structures and function Cause and effect Variation, diversity and change Scientific processes and methods	<b>Animals including Humans</b> <b>Structure and function</b> – The structure and function of the circulatory system <b>Scientific processes and methods</b> – Observation of a dissection of a heart - Diagram of the circulatory system	<b>Living things and their habitat</b> <b>Variation, diversity and change</b> – Use a classification system to identify living things including microorganisms, plants and animals <b>Scientific processes and methods</b> – Investigate micro-organisms (fair test) – Linnaeus classification systems	<b>Light</b> <b>Structure and function</b> – The eye <b>Cause and effect</b> – Describe how we see – the shape of an object relates to the shape of the object <b>Scientific processes and methods</b> – How do shadows change over the day? (observation over time)	<b>Animals including Humans</b> <b>Structure and function</b> – Relate to all structures looked at during KS2. <b>Cause and effect</b> – The effects on the body of different lifestyles <b>Scientific processes and methods</b> - Are breathing rate and heat rate linked? (pattern seeking)	<b>Evolution and inheritance</b> <b>Cause and effect</b> - Adaptation to suit the environment <b>Variation, diversity and change</b> – evolution - offspring <b>Scientific processes and methods</b> – Research what happened when Charles Darwin visited the Galapagos Islands – look at fossils to find out about the past (research)	<b>Electricity</b> <b>Structure and function</b> – components of circuits <b>Cause and effect</b> – compare the brightness of bulbs, loudness of buzzers, number of cells used and length of the wires <b>Scientific processes and methods</b> – Research the work of Michael Faraday – Investigate the brightness of bulbs with differing number of cells. (Comparison test)
<b>Art</b>	<b>Threshold Concepts:</b> Develop ideas- Media Master techniques - Visual Element Take inspiration from the greats	<b>Skill: Sculpture</b> <b>Cocoon/ Pods</b> Developing ideas of experimenting with joining and constructing including planning and designing ideas <b>Master techniques of plan and design, use of tools and materials, create 2D/3D sculpture, add shapes, textures, key vocabulary to demonstrate knowledge</b> Take inspiration from the greats- Artists - Fiona Campell, Nancy Eisenfeld, Judith Scott, Magdalena Abakanowicz 'Embryology', Rachel Kneebone		<b>Skill: Textile</b> <b>Human heart</b> Developing ideas by experimenting with a range of fabrics <b>Master techniques of range of fabrics by overlapping and layering to create effects, textures and colours, use key vocabulary to demonstrate knowledge</b> Take inspiration from the greats- Artist – Valentina Stefanescu and Anne Wolf		<b>Skill: Collage /Drawing/Painting (Mixed Media)</b> <b>Modern World</b> Developing ideas of textures and effects and experiment with range of materials Develop ideas of mixed media with line, tone, and shade Develop ideas of overlapping, layering, and textures <b>Master techniques in using a range of mix media such as paint or printing, create and arrange accurately, use key vocabulary to demonstrate knowledge</b> <b>Master techniques of own style use with range of using different medium for a purpose to create perspective and composition</b> <b>Mater technique using a range of paint (watercolours, acrylic) to create complementary and contrasting colours, create mood and effect</b> Take inspiration from the greats- Artists – Pilar Rius, Eileen Ager, Hannah Hoch	
<b>DT</b>	<b>Threshold Concepts:</b> Health & Well-being Master process of design and be Innovative Take inspiration from design throughout history and draw upon core disciplines	<b>Textiles- Sewing a pin cushion</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> - Recap and revise: Sewing and the different types of stitching used in different everyday items. To develop a clear idea of what has to be done, planning which stitches to use, following a design they have created <b>Making</b> - suggesting alternative methods of making if first attempts fail. Resilience is essential. Innovation: Use a combination of different stitches within their design. <b>Evaluating</b> - To verbalise their method, evaluations and overall improvements.		<b>Cooking and Nutrition- Great British bake off!</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing and Making</b> - Generate and explore innovative ideas through research and discussion to develop a design brief. Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Use appropriate utensils and equipment accurately, make, decorate and present a food product for the intended user and purpose. <b>Evaluating</b> - Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification. Understand seasonality and the source of different food products Peer assessment: Tasting and reviewing each other's cakes using the two stars and a wish strategy.		<b>Mechanisms – Electric Circuits</b> <b>MASTER PROCESS OF DESIGN AND BE INNOVATIVE</b> <b>Designing</b> - Develop a design specification for a functional product that responds automatically to changes in the environment. <b>Making</b> - Formulate a step-by-step plan to making, listing tools, equipment, materials and components. <b>Evaluating</b> - Test and evaluate the system to demonstrate its effectiveness for the intended user and purpose. Know and use technical vocabulary relevant to the project <b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b>	

		<p><b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b></p> <p>Generate and communicate innovative ideas through research. Understanding of audience and purpose, and ensuring that their physical product is aligned with it Investigate and analyse textile products linked to their final product</p>		<p><b>TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES</b></p> <p>Get inspiration from famous British Bakers – Mary Berry, Nadiya Hussain <b>HEALTH &amp; WELL-BEING</b> Ensure there are clear expectations on how to operate safely, Ensure that the Safe Preparation Skills Adult Guidance is followed. Discussion of food allergies and intolerances.</p>		<p>History: Learn about electrical advances over time <b>HEALTH &amp; WELL-BEING</b> - Why do we have electricity? Can we operate without it? What are the major drawbacks? - Developing more efficient circuits and lightbulbs e.g. energy-saving bulbs - Staying safe: Teaching and learning of conductors and insulators - Health and safety: When operating with equipment and/or making circuits, it is vital that children are sensible and safe.</p>	
<b>Computing</b>	<p><b>Threshold Concepts:</b> Code Connect Communication Collect</p>	<p><b>We are Adventure Gamers Programming Internet Sharp</b></p> <p><b>Code</b>- Simplify my algorithm and use advanced method of movements when necessary, e.g. using XY coordinates for movement Use different blocks of coding more independently <b>Connect</b> - Use of logical reasoning Evaluate effectiveness of algorithm whilst continuously testing the programme <b>Communicate</b> - Explore and explain a range syntax of text based language <b>Collect</b> - Aware of other text based language</p>	<p><b>We are Computational Thinkers (6.2) Computational Thinking Internet Alert</b></p> <p><b>Connect</b> - Explore the role of moderators on forums Understand the concept of oversharing <b>Communicate</b> - Explain difference between search algorithms (random and linear searching) and binary (divide and conquer). Explore consequences of oversharing</p>	<p><b>Safer Internet Day activities Digital Literacy Internet Sharp</b></p> <p><b>Connect</b> - Explore positive and negative impact of the internet and technology on humans Explain how to protect myself and my computer from the internet <b>Communicate</b> - Discuss reality vs online persona Evaluating content online for validity</p>	<p><b>We are Advertisers (6.3) Creativity Internet Secure</b></p> <p><b>Connect</b> - Think critically about how video is used to promote a cause <b>Communicate</b> - Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights</p>	<p><b>We are Network Technicians (6.4) Computer networks Internet Kind</b></p> <p><b>Connect</b> - Appreciate that computer networks transmit and receive information digitally <b>Communicate</b> - Understand key features of internet communication protocols <b>Collect</b>- Understand the basic hardware needed for computer networks to work</p>	<p><b>We are Publishers Creativity Internet Brave</b></p> <p><b>Connect</b>- Explore how to positively contribute to a shared document <b>Communicate</b>- Combine a range of media to achieve a particular outcome</p>
<b>History / Geography</b>	<p><b>History Threshold Concepts:</b> Contribution to the Wider World Achievements Civilisation Education Medicine Hierarchy Technology Empire</p> <p><b>Geography Threshold Concepts:</b> Investigate Space &amp; Location Investigating Patterns &amp; Changes Investigating Scale &amp; Size Investigating Sustainability</p>	<p><b>Geography Rainforests (Amazing Americas) Investigating Space and location</b></p> <p>To locate the rainforests and to explore the relationship of them with the Equator. Develop geographical knowledge and vocabulary linked to rainforests Locate main world tropical rainforest regions <b>Investigating Patterns and Change</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Investigate how places can change over time Recognise that environments can change and that this can sometimes pose dangers to living things <b>Investigating scale and size</b> Explain that coordinates pinpoint a geographical location Use coordinates to locate places on a map <b>Investigating Sustainability</b> Explain and understand the impact of deforestation and climate change on the rest of the world. Explain what can be done about climate change and deforestation.</p>	<p><b>History Ancient Islamic Civilization Civilisation</b> - Key features of this period <b>Contribution to the wider world- Britain</b> <b>Achievements</b> - philosophy, silk road, architecture, art <b>Beliefs &amp; religion</b> - art, Golden Age of Islam <b>Education</b> - The value of education was incredibly high. Scholars. House of Wisdom <b>Medicine</b> - What did they use for illness or disease? First hospitals built by AIC. <b>Hierarchy</b> - Caliphs, philosophers, priests/ imams <b>Technology</b> - language, art, education, science, poetry, astronomers, algebra, chess, glass etc. <b>Empire (Military)</b> - Silk road - a vastly different way of having powder compared to Romans (invaders)</p>	<p><b>Geography Our Changing World Investigating Space and location</b></p> <p>Identify the location of some famous UK coastal features; <b>Investigating Patterns and Change</b> Explain how coastal erosion happens and how erosion and deposition change the look of a coastline Describe how physical, chemical and biological weathering change rocks; Identify similarities in photographs of a landscape taken at different times; Describe some ways that weather can change the landscape; Describe some ways that human activity changes the landscape. <b>Investigating scale and size</b> Look and explore the coastline and explain how the size of the coastline has changed over time <b>Investigating Sustainability</b> Give reasons why a landscape might have changed over time</p>	<p><b>History Marvellous Medicine Warts and All Civilisation</b> - Key features of different periods <b>Contribution to the wider world/ Britain</b> - How have medical advances contributed to our lives today? <b>Achievements</b> - Advances in medicine, key doctors/ scientists throughout time, key events <b>Beliefs &amp; religion</b> - Any beliefs and religions linked to different time periods. <b>Medicine</b> - How has medicine advanced throughout history. What pandemics or epidemics are similar to COVID-19? <b>Technology</b> - How has our knowledge of medicines and equipment advanced?</p>	<p><b>Geography Trading Investigating Space and location</b></p> <p>Use an atlas to find countries; <b>Investigating Patterns and Change</b> Investigate where the products we buy come from Understand that all products have a supply chain Learn about goods that are exported and imported in the UK <b>Investigating scale and size</b> Describe how goods can be the product of more than one country Describe how trade takes place today; is it fair? <b>Effect of Brexit? (on trading)</b> <b>Investigating Sustainability</b> Understand what fair trade is and give some reasons why fair trade is important Explore how to become ethical consumers, Explain the term globalisation List some of the positive and negative effects of multinational companies on local trade Identify similarities and differences between trading today and different periods in history</p>	<p><b>History What makes London, London? Civilisation</b> - Key features of different periods <b>Contribution to the wider world- Britain</b> <b>Achievements</b> - Key British figures who have contributed to achievements <b>Beliefs &amp; religion</b> – Explore the religions and beliefs that make up our community <b>Technology</b> – Contributions London/Britain have made to technology advancement <b>Empire</b>- immigration of specific communities and reasons for that. e.g. Jamaicans/ Caribbean’s during Windrush, India - East India Company, India during WW2, Africans during the slave trade, Jewish community fleeing Russia, Commonwealth migration</p>
<b>Music</b>	<p><b>Threshold Concepts:</b> Performing Composing Notating Appreciation</p>	<p><b>Medieval (1400-1600) and Baroque (1600-1750) Music Performing</b></p> <p><b>Appreciation</b> of changes in musical style through the Medieval and Baroque eras. <b>Performing</b> music including in groups. <b>Notation</b>- Reading and discussing different traditional and graphic notation.</p>	<p><b>The Black Mozart Classical Music (1950-1820) Appreciation</b> of changes in musical style during the Classical era. <b>Performing</b> music reflecting other eras in small and large groups. <b>Notation</b>-Reading traditional notation, symbols (e.g. time sigs) and building blocks of music.</p>	<p><b>Modern Classical Music (1890-1960) Electronic Music Appreciating</b> of musical style and structures through the modern and contemporary eras. <b>Comparing</b> different styles and recognising fusion of genres. Using technology - GarageBand <b>Notation</b>- Reading traditional notation including symbols directing repeats and dramatic dynamics.</p>	<p><b>Romantic Music (1820-1890) Theme &amp; Variation Structure; Antiphony</b></p> <p><b>Appreciation</b> of changes in musical style changing through the Romantic era. <b>Composition</b> of theme and variation structure. <b>Notation</b>- Reading and using traditional and graphic notation</p>	<p><b>Melodic Improvisation; Pentatonic Scale; Listening</b></p> <p><b>Appreciation</b> of, and comparing of musical styles with awareness of how this may reflect cultural context. <b>Composing</b> music that uses note groups to create harmony. <b>Notation</b> and structure of pentatonic scale.</p>	<p><b>Musical Theatre – Early 20<sup>th</sup> century Performing</b></p> <p><b>Appreciation</b> by listening, describing and comparing musical styles. <b>Performing</b> songs with an awareness of any social meaning. Understanding the importance of venue on performance.</p>

				<b>Performing</b> music including in groups and in pairs using ICT.	<b>Performing</b> – Understanding the importance of venue on performance.	<b>Performing</b> music, including improvisations, in solos and groups.	
<b>PSHE</b>	<b>Threshold Concepts:</b> Identity Relationships Changes	<b>Being Me in My World</b> <b>identity</b> - Explain how choices can impact in the immediate communality and globally <b>Relationship</b> - Identify ways to make the school and wider community a fair place to live in <b>Wellbeing</b> - Become more mature, independent and self-confident	<b>Celebrating Difference</b> <b>identity</b> - Identify when differences can lead to conflicts and when it can be celebrated – identity <b>Relationship</b> -- Develop empathy	<b>Dreams and Goals</b> <b>identity</b> - Confidently set educational and personal goals <b>Relationship</b> -Identify ways they can work with others to help make the world a better place <b>Wellbeing</b> - Understand and explain what motivates them – wellbeing	<b>Healthy Me</b> <b>identity</b> - Make more confident and informed choices about their health and environment <b>Relationship</b> -Understand what exploitation means and the consequences of forming a gang <b>Wellbeing</b> - Identify ways to keep the mind healthy and happy and by managing stress – wellbeing	<b>Relationships</b> <b>Relationship</b> -Effectively manage feelings and know when and who to ask for help when overwhelmed <b>Wellbeing</b> -Identify how to cope with loss and manage my wellbeing	<b>Changing Me</b> <b>Relationship</b> -- Be proud of who they are and not be influenced by peer pressure <b>Wellbeing</b> - Learn about puberty in more detail diminishing myths
<b>Spanish</b>	<b>Threshold Concepts:</b> Speaking – Communicating Idea Reading – Showing Understanding Writing – Expressing Ides Grammar- Applying Structures Appreciation Culture	<b>Vocabulary:</b> Weather phrases Family members Healthy living – hand washing <b>Grammar:</b> Revising: word order; using articles, verbs, nouns, adjectives, adverbs, pronouns , conjunctions Spanish punctuation rules 3 <sup>rd</sup> person singular – tener, querer, gustar	<b>Cultural:</b> Asturias Asturcón ponies Diego Velázquez Spanish carol Christmas food Excerpts from non-fiction book – History of Spain	<b>Vocabulary:</b> Asking about the weather Describing family with adjectives Using geographical language to describe locations <b>Grammar:</b> Revising: word order; using articles, verbs, nouns, adjectives, adverbs, pronouns , conjunctions Possessive adjective – 1 <sup>st</sup> and 3 <sup>rd</sup> person singular and plural (mi/mis/su/sus) Two verbs ‘to be’ – ser – estar	<b>Cultural:</b> Spanish songs Comparing north and south Spain Excerpts from non-fiction book – History of Spain	<b>Vocabulary:</b> Giving a weather forecast Describe family with possessive pronouns and ‘agreeing’ adjectives Conversation including questions, answers, negatives, disagreements and surprise Parts of the body New vocabulary to express likes/dislikes	<b>Cultural:</b> Excerpts from non-fiction book – History of Spain Range of reading books (non-fiction, poetry, fiction) Flamenco Making Tapas <b>Grammar:</b> Applying adjectives to unknown nouns Using a dictionary to find and use unknown words from all classes Plural of the simple future tense Past ‘preterite’ tense
<b>RE</b>	<b>Threshold Concepts:</b> Belonging Self-Reflection Celebration Identity Change Tolerance	<b>What qualities are important to religious leaders?</b> <b>Belonging and Identity</b> - To understand what it means to be part of a community. To also understand the power a religious leader holds	<b>What do people believe about life after death?</b> <b>Change</b> - To understand how people cope with change. To also understand the concept of life and death.	<b>What similarities and differences do religions and world views share?</b> <b>Belonging and Identity</b> - To understand what it means to be a part of a community and the impact it has on an individual <b>Place of Worship- Buddhist Temple</b>	<b>What are the sources of the story about what happened on the first Easter Sunday?</b> <b>Belonging and identity</b> - To understand the importance of places of worship and how they came about	<b>How is the art important in Christianity?</b> <b>Celebration</b> - To understand how people express their faith through art. To also understand music is used to worship	<b>How do different religions and world views create celebrations?</b> <b>Celebration</b> - To understand why people feel the need to celebrate. What is achieved through having a celebration
<b>PE</b>	<b>Threshold Concepts:</b> Movement Strategies Personal & Social Skills Healthy Life Style Tactics & Leadership	<b>Orienteering</b> <b>Movement</b> - Developed general awareness of movement, e.g. travelling, stopping and turning. <b>Personal &amp; Social Skills</b> – work increasingly well in a group or in a team where roles and responsibilities are understood. <b>Healthy Lifestyle</b> – Prepare physically and organisationally for challenges they are set. <b>Leadership</b> - Identify what they do well, as individuals and as a group and suggest ways to improve. <b>Tactics &amp; Strategies</b> - choose and perform skills and strategies effectively; find solutions to problems and challenges. Plan, implement and refine the strategies they use. <b>Invasion Games- Non-traditional approach</b> <b>Movement</b> – Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making. <b>Personal &amp; Social Skills</b> – Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this. <b>Healthy Lifestyle</b> – Knowing how to lead warm-up activities that use exercises helpful for invasion games. <b>Leadership</b> - Pick out things that could be improved from their performances and suggest ideas and practices to make them better. <b>Tactics &amp; Strategies</b> - Identify and use tactics to help their team keep the ball and take it towards the opposition’s goal.	<b>Gymnastics</b> <b>Movement</b> - Show clarity, fluency, accuracy and consistency in their movements. <b>Personal &amp; Social Skills</b> – Develop confidence when performing and develop an understanding of others when performing in small groups. <b>Healthy Lifestyle</b> - Explain in simple terms why activity is good for health, fitness and well-being. <b>Leadership</b> - Show an awareness of the factors influencing the quality of a performance and suggest aspects that need improving. <b>Strike &amp; Field: Cricket</b> <b>Movement</b> – Making the right decisions when moving into a space or playing area. <b>Tactics &amp; Strategies</b> - choose skills and tactics to suit the situation in a game. <b>Healthy Lifestyle</b> - Warm up and be aware of what is happening to their bodies	<b>Net &amp; Wall: Tennis</b> <b>Movement</b> – Making the right decisions when moving into a space or playing area. <b>Tactics &amp; Strategies</b> - choose skills and tactics to suit the situation in a game. <b>Healthy Lifestyle</b> - Warm up and be aware of what is happening to their bodies. <b>Athletics</b> <b>Sports Day events practice</b> <b>Movement</b> – Show good control, speed, strength and stamina when running, jumping and throwing; <b>Personal &amp; Social Skills</b> - Recognising your behaviour can affect other people and take responsibility for this. <b>Healthy Lifestyle</b> – Developing strength, speed and stamina giving a better opportunity to be the best they can be individually and for their team. <b>Leadership</b> – Take ownership of decisions and behaviour and have a positive attitude. <b>Tactics &amp; Strategies</b> – Devise a plan of how to get the best out of their performance and this will impact their team in a positive way. <b>Dance (Electricity) Science</b> <b>Movement</b> – Creating a narrative through movement. Linking movements to support this narrative. <b>Personal &amp; Social Skills</b> – Using facial expressions and body language to express emotions clearly. <b>Healthy Lifestyle</b> - Children recognising their emotions and how their body feels when still and when exercising <b>Leadership</b> – Leading a small group and understanding each individual's role in a dance routine			