



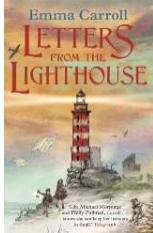
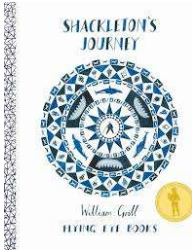
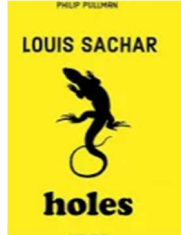

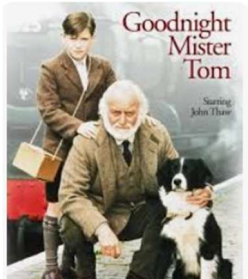
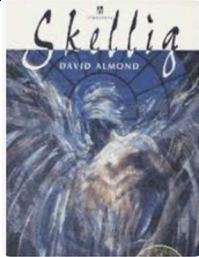
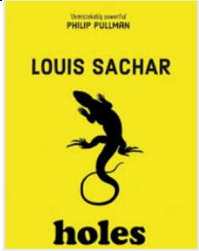


# YEAR 6 CURRICULUM OVERVIEW (LTP) (Class 13 and 14)



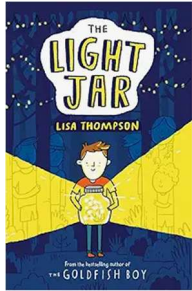

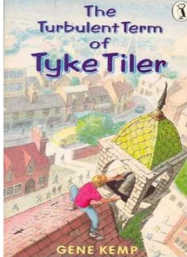
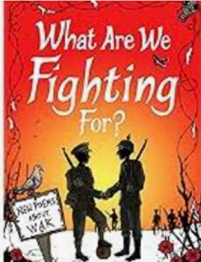
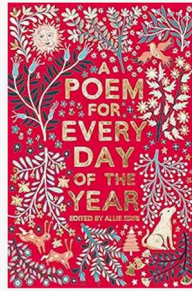
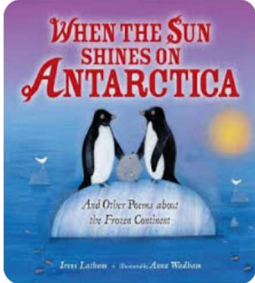
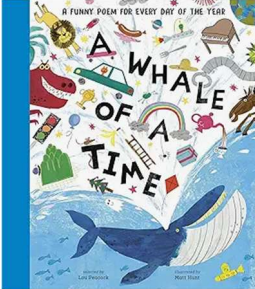
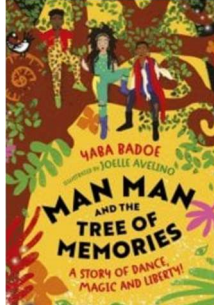
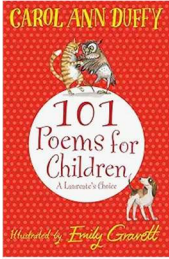
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	Term 1	Term 2	Term 3
Topic title	<b>Britain at War</b>  <b>HISTORY</b>	<b>Frozen Kingdoms</b>  <b>GEOGRAPHY</b>	<b>Benin</b>  <b>HISTORY</b>
First Hand Experiences	PGL Residential  Britain at War Day	Church visit  Frozen Kingdom Day	Crucial Crew
English	<b>Letters from The Lighthouse / When the Sky Falls</b>    Diary entries – WW2 Letter writing – WW2 Narrative – Character description Poetry – WW1 war poets Non-chronological reports	<b>Shackleton's Journey / Holes</b>    Non-chronological reports Diaries Balanced arguments Biography	<b>Holes / Freedom</b>    Newspaper reports Persuasive letters
Daily Reads			

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Poetry Reads	 	 	 
English - Reading	Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence	Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence	Retrieval Inference Prediction Vocabulary Explain Knowledge Summary Sequence

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	<p>Letters from The Lighthouse When the Sky Falls Evolution</p> <p>Information texts: The Great War Life in the Trenches When the Sky Falls Amongst the Poppies WW1 War Poetry Charles Darwin Diary extracts Diary from the Beagle</p>	<p>Antarctic and Arctic Wildlife Shackleton's Journey The Airship</p> <p>Explanation Texts: Michael Faraday Ices Ages Glaciers</p>	<p>Freedom</p> <p>Information Texts: The eye Light through time Africa/Benin</p>
<b>Maths</b>	<p><b>Power Maths</b></p> <p><b>Unit 1</b> – Place value within 10,000,000 (7 lessons) <b>Unit 2</b> – Four operations (1) (10 lessons) <b>Unit 3</b> – Four operations (1) (11 lessons) <b>Unit 4</b> – Fractions (1) (11 lessons) <b>Unit 5</b> – Fractions (2) (9 lessons) <b>Unit 6</b> – Geometry - position and direction (4 lessons)</p>	<p><b>Power Maths</b></p> <p><b>Unit 7</b> – Decimals (9 lessons) <b>Unit 8</b> – Percentages (9 lessons) <b>Unit 9</b> – Algebra (11 lessons) <b>Unit 10</b> – Measure - imperial and metric measures (5 lessons) <b>Unit 11</b> – Measure - perimeter, area and volume (11 lessons) <b>Unit 12</b> - Ratio and proportion (9 lessons)</p>	<p><b>Power Maths</b></p> <p><b>Unit 13</b> – Geometry - properties of shapes (12 lessons) <b>Unit 14</b> – Problem Solving (14 lessons) <b>Unit 15</b> Statistics (10 lessons) Revisit and Consolidation</p>
<b>Science</b>	 <p><b>Animals, including humans</b></p> <p>This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.</p> 	 <p><b>Electricity</b></p> <p>This project teaches children about electrical circuits, their components and how they function. They recognise how voltage of cells affects the output of a circuit and record circuits using standard symbols.</p>	 <p><b>Light</b></p> <p>This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore phenomena associated with light, including shadows, reflections, rainbows and diffraction.</p>  <p><b>Living Things and Habitats</b></p>

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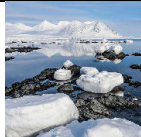




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	<p style="text-align: center;"><b>Evolution and inheritance</b></p> <p>This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.</p>		<p>This project describes how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals and to give reasons for classifying plants and animals based on specific characteristics.</p>
<b>Computing</b>	<p style="text-align: center;">Unit 1: Networks Unit 2: Creating Media – Web Page Creation</p> 	<p style="text-align: center;">Unit 3: Programming- Variables in Games Unit 4: Spreadsheets</p> 	<p style="text-align: center;">Unit 5: 3D Modelling Unit 6: Programming sensing movement Y6 to Y7 transition – Microbits</p> 
<b>Art and Design</b>	<p style="text-align: center;">Unit 1: 2D Drawing to 3D Making Unit 2: Activism</p> 	<p style="text-align: center;">Unit 3: Brave Colour Unit 4: Exploring Identity</p> 	<p style="text-align: center;">Unit 5: Take a Seat Unit 6: Shadow Puppets</p> 
<b>Design and Technology</b>	 <p><b>Make Do and Mend</b> - Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials. This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.</p>	 <p><b>Eat the Seasons</b> - Engineer - identify features of bridges before completing a bridge-building engineering challenge. This project teaches children about engineers and remarkable structures. They identify features of bridges before completing a bridge-building engineering challenge.</p>	 <p><b>Food for Life</b>- This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.</p>
<b>Geography</b>	<p style="text-align: center;">Place and interconnections; Maps</p>		

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		 <p style="text-align: center;"><b>Frozen Kingdom</b></p> <p>Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism.</p> <p>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p>	 <p style="text-align: center;"><b>Benin and African slave trade</b></p> <p>- Africa – countries, land use, natural resources, location, settlements, population, climate and physical features. .</p>
History	 <p style="text-align: center;"><b>Britain at War</b></p> <p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain.</p> <p>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p>	 <p style="text-align: center;"><b>Frozen Kingdom</b></p> <p>Polar exploration;</p> <p>Significant people – Robert Falcon Scott; Ernest Shackleton;</p> <p>Significant events – Titanic</p>	 <p style="text-align: center;"><b>Benin</b></p> <p>The kingdom of Benin</p> <p>When and where the kingdom of Benin was</p> <p>Daily life in Benin</p> <p>Benin Bronzes and Benin art</p> <p>The story of Eweka</p> <p>What do artefacts tell us about Benin</p> <p>Britain's role in the kingdom of Benin</p> <p>Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery;</p>
MFL (Spanish)	<p>Phonetics lesson 4 (C) &amp; At School (P) Regular Verbs (P)</p> 	<p>The Weekend (P) World War II, Habitats or Planets (P)</p> 	<p>The Vikings (P) Me In The World (P) Family</p> 



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<p><b>Music</b></p>	<div data-bbox="566 150 707 256" data-label="Image"> </div> <p style="text-align: center;"><b>Happy</b></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic pop songs.</p> <div data-bbox="566 616 707 722" data-label="Image"> </div> <p style="text-align: center;"><b>Classroom Jazz 2</b></p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.</p>	<div data-bbox="1149 150 1290 256" data-label="Image"> </div> <p style="text-align: center;"><b>A New Year Carol</b></p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p> <p>Other learning within the unit gives the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p> <div data-bbox="1149 552 1290 659" data-label="Image"> </div> <p style="text-align: center;"><b>You've got a Friend</b></p> <p>All the learning in this unit is focused around one song: You've Got A Friend by Carole King. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<div data-bbox="1720 150 1890 277" data-label="Image"> </div> <p style="text-align: center;"><b>Music and Me</b></p> <p>Music and Me is the first in a series of units focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative both sides now.</p> <p>Throughout this series, we will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p> <div data-bbox="1720 604 1890 727" data-label="Image"> </div> <p style="text-align: center;"><b>Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p><b>PSHE</b></p>	<p style="text-align: center;">How can we keep healthy as we grow?</p>	<p style="text-align: center;">How can the media influence people?</p>	<p style="text-align: center;">What will change as we become more independent?</p> <p style="text-align: center;">Knife Crime – Danny C Foundation</p>

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<b>Physical Education</b>	<div style="text-align: center;">  </div> <p>Unit 1: Real PE Personal: Footwork (Autumn 1)</p> <p>Unit 2: Real PE Social: Dynamic Balances and Counter Balances (Autumn 1)</p> <p>Unit 1: Real Gym (Autumn 2)</p> <p>Premier Education: Archery (Autumn 2 Class 13)</p>	<div style="text-align: center;">  </div> <p>Unit 3: Cognitive Dynamic Balance: On a Line Coordination: Ball Skills (Spring 1)</p> <p>Unit 1: Real Dance (Spring 1)</p> <p>Unit 4: Creative Coordination: Sending and Receiving Counter Balance: With a Partner (Spring 2)</p> <p>Unit 2: Real Gym (Spring 2)</p>	<div style="text-align: center;">  </div> <p>Unit 5: Physical Jumping and Landing Static Balance: Floor Work (Summer 1)</p> <p>Unit 6: Fitness Sending and Receiving Ball Chasing (Summer 1)</p> <p>Athletics/Sports Day practice (Summer 2)</p> <p>Premier Education: Archery (Summer 2 Class 14)</p>
<b>RE</b>	<p><b>Unit 34:</b> Creation and science, conflicting or complimentary?</p> <p><b>Unit 35:</b> How can following God bring freedom and justice? Why do some people believe in God and some people not?</p>	<p><b>Unit 39:</b> Why do Hindus want to be good?</p> <p><b>Unit 40:</b> What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?)</p>	<p><b>Unit 41:</b> For Christians, what kind of king in Jesus?</p> <p><b>Unit 42:</b> Why do some people believe in God and some not? How does faith help people when life gets hard? (THEMATIC)</p>