

## Mr Price Year 6 curriculum overview 2018 – 2019

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Context/theme</b>	<b>WWII: A Child's War</b>  Class novel: <i>Carrie's War</i> by Nina Bawden  Other texts used: <i>If, The Jungle Book</i> and <i>Just So Stories</i> by Rudyard Kipling <i>The Diary of Anne Frank</i> <i>Goodnight Mr Tom</i> by Michelle Magorian <i>You Wait Till I'm Older Than You</i> by Michael Rosen Collected Poems by Roger McGough		<b>I Will Survive: Adapting, Surviving, Thriving</b>  Class novel: <i>Boy: Tales of Childhood</i> by Roald Dahl  Other texts used: <i>Fantastic Mr Dahl</i> by Michael Rosen <i>Whodunit?</i> detective stories chosen by Philip Pullman <i>Dumb Creatures</i> by Jeanne Willis		<b>Moving On: Exercise, Health and The Circulatory System</b>  Class novel: <i>Pig Heart Boy</i> by Malorie Blackman  Other texts used: <i>The Arabian Nights</i> <i>Harry Potter</i> series by J.K. Rowling <i>Mr William Shakespeare's Plays</i> by Marcia Williams <i>Romeo and Juliet</i> <i>Macbeth</i>	
<b>English</b>	<b>Classic fiction</b> <i>The If, Jungle Book</i> and <i>Just So Stories</i> by Rudyard Kipling <i>Carrie's War</i> by Nina Bawden - identifying how language, structure and presentation contribute to meaning - describe settings, characters and atmosphere - integrate dialogue to convey characters and advance the action.  <b>Poetry</b> <i>Rescue, 1940</i> by John Birchall - imagery in poetry - analysing writers' use of language	<b>Diary writing</b> <i>The Diary of Anne Frank</i> - inferring characters' feelings, thoughts and motives - justify inferences with evidence - select appropriate grammar and vocabulary.  <b>Short stories</b> - compare and contrast the genre using <i>Short!</i> by Kevin Crossley-Holland and <i>The Piano</i> by Aidan Gibbons - investigate use of adverbials to link sentences or paragraphs together - plan and write short mystery stories	<b>Biography and Autobiography</b> Charles Darwin 1809-1882 - use biographies of Roald Dahl, Michael Rosen and Michael Morpurgo autobiographical writing to identify features of biographies and autobiographies - use the texts to study dialogue, noun phrases and complex sentences - explore Roald Dahl's use of exaggeration  <b>News report</b> on a key scientist (Charles Darwin).  <b>Classic poetry</b> <i>The Bells</i> and <i>The</i>	<b>Detective / Crime Fiction</b> - appropriate use of the active and passive voice. - devices to build cohesion between paragraphs. - characters presented through action, dialogue and description. - features of the genre  <b>Argument and Balanced writing</b> writing and presenting a balanced argument, separating fact and opinion, with a focus on animals in captivity  <b>Debate poetry</b> - identify features of	<b>Reports and journalistic writing</b> - different ways of writing speech, playscripts, speech bubbles, direct and reported speech - compare formal and informal writing including use of passive voice. - children write newspaper reports.  <b>Stories with flashbacks</b> <i>Harry Potter</i> extracts - revise work on adverbials and dialogue and investigate relative clauses - using the <i>Harry Potter</i> books, children explore different forms of	<b>Drama</b> - introduce children to Shakespeare using Marcia Williams' <i>Mr William Shakespeare's Plays, Romeo and Juliet</i> and <i>Macbeth</i> . - Investigate different ways of writing dialogue including playscript layout and the use of informal language. - children write a 60 second version of part of a play.  <b>Tales from other cultures / myths and legends</b> - use the Mayan Civilization Creation story and other Mayan stories to re-write them from a different

	<p><b>Persuasive writing</b> <i>wartime posters, slogans, propaganda</i></p> <ul style="list-style-type: none"> <li>- consider and evaluate viewpoints</li> <li>- select appropriate grammar and vocabulary.</li> </ul>	<p>elaborating by use of descriptive words and further details.</p> <p><b>Poetic style</b></p> <ul style="list-style-type: none"> <li>- explore the use of language and how the writers imply deeper meanings and research the poets online.</li> <li>- write own free-verse poems inspired by those read.</li> </ul>	<p><i>Raven</i> by Edgar Allan Poe</p> <ul style="list-style-type: none"> <li>- engage imaginatively with poetic language</li> <li>- exploring Poe's use of poetic devices to change the mood of a poem</li> <li>- express the mood of a poem through performance.</li> </ul>	<p>poems that tell a story.</p> <ul style="list-style-type: none"> <li>- read and compare other debate poems.</li> <li>- create and perform own debate poem.</li> </ul>	<p>flashback and identify its various functions</p> <ul style="list-style-type: none"> <li>- create own flashback (linked to school memories) in the form of a Pensieve memory.</li> </ul>	<p>viewpoint.</p> <p><b>Instructions and explanations</b></p> <ul style="list-style-type: none"> <li>- exploring register, punctuating bullet points and adding parentheses.</li> <li>- the unit ends with writing based on the children's interests, be they football, Strictly or competitive baking.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Place value and written addition</li> <li>- Decimals and written addition</li> <li>- Subtraction</li> <li>- Shape and angles</li> <li>- Multiplication, division and fractions</li> <li>- Number and written multiplication</li> <li>- Fractions and division</li> <li>- Place value, decimals and subtraction</li> <li>- Measures including time</li> <li>- 3D shape and fractions</li> <li>- Written multiplication, mixed calculations and word problems</li> </ul>		<ul style="list-style-type: none"> <li>- Number, place value and negative numbers</li> <li>- Mental addition and subtraction, order of operations</li> <li>- Place value, decimals and addition of decimals</li> <li>- Co-ordinates, statistics and measures</li> <li>- Mental multiplication and division; written multiplication</li> <li>- Fractions, percentages and statistics</li> <li>- Algebra</li> <li>- Multiplication and division of fractions and written division</li> <li>- Area, perimeter and volume</li> <li>- Shape, ratio and percentages</li> <li>- Written multiplication and division</li> </ul>		<ul style="list-style-type: none"> <li>- REVISION: Number, place value, addition and subtraction</li> <li>- REVISION: Multiplication and division</li> <li>- REVISION: Fractions, decimals, percentages, ratios and scaling</li> <li>- REVISION: Shape, measures, statistics and algebra</li> <li>- Problem solving and calculator skills</li> <li>- Problem solving and investigations</li> <li>- Measuring ourselves and what's around us</li> <li>- Large numbers, games and puzzles</li> <li>- History of Maths</li> <li>- Maths in art and nature</li> </ul>	
<b>Science</b>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- 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</li> <li>- use recognised</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- 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</li> <li>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our</li> </ul>	<p><b>Evolution and Adaptation</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their</li> </ul>	<p><b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- give reasons for classifying plants and animals based on</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	

	symbols when representing a simple circuit in a diagram.	eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Famous scientists and their contributions to the world - Charles Darwin 1809-1882	specific characteristics.	
<b>RE</b>	<b>Ideas about God</b> The nature and characteristics of God and His relationship with people.  <b>Judaism</b> Life as a journey, with links to Anne Frank and The Holocaust.	<b>Life as a Journey</b> What does it mean to make that journey as a Christian?  <b>Advent</b> – discovering the symbolism, practices, themes and beliefs.	<b>People of Faith</b> How faith affects people’s lives, values and decisions.  (PREVENT: A multicultural Community. Also link to RE Mother Teresa / biography link to English).	<b>Eucharist</b> Symbolism and reasons for the celebration.  <b>Easter</b> Who was Jesus? Who is Jesus?	<b>Ascension and Pentecost</b> In what ways do these events and beliefs make Christianity distinctive?  <b>Islam</b> Life as a journey with focus on the five pillars of Islam. Comparisons with Christianity and Judaism.  (PREVENT: A multicultural community 'same but different')
<b>History</b>	<b>World War 2</b> How did the war affect life in Britain? - the outbreak of war - evacuation - rationing - the role of women - our local area  (PREVENT: A multicultural community – tolerance, understanding and community)				How does a non-European society contrast with British history? Focus on the Mayan civilization c. AD 900
<b>Geography</b>	<b>World War 2</b> Use maps, atlases, globes and digital/computer mapping to locate countries, focusing on Europe and Britain – WW2 research. How did the war affect the human geography, land use, economic activity? OS map work.		<b>Raging Rivers and Magnificent Mountains</b> How are they formed and how do they change over time?		
<b>Art and design</b>	<b>Painting: the Blitz</b> Colour mixing paint for	<b>Kandinsky-inspired art</b>	<b>Pencil Drawing: self-portraits</b>	<b>Modelling</b> Using Modroc and wire	<b>Cooking and Nutrition</b> *link to Science topic Chefs/food heroes, designing a healthy

	the background and adding layers with other materials for the foreground.	Linking colour with music.	Combine elements of line, tone, pattern, texture, form and space to create a self- portrait.	mesh, make an armature for a moving figure/animal and sculpt around it.	menu/eatwell plate, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	
<b>Computing</b>	IT / DL - digital research	IT - multimedia	CS - computational thinking	IT / CS / DL - digital research, communication and collaboration / networking	CS - programming / computational thinking / hardware	IT / DL - digital research
<b>Music</b>						
<b>PE</b>	<p><b>Football</b> -play competitive games and apply basic principles suitable for attacking and defending</p> <p><b>Circuit training</b> -develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Dance</b> -perform dances using a range of movement patterns</p> <p><b>Netball</b> -play competitive games and apply basic principles suitable for attacking and defending</p>	<p><b>Hockey</b> -play competitive games and apply basic principles suitable for attacking and defending</p> <p><b>Gymnastics</b> -develop flexibility, strength, technique, control and balance</p>	<p><b>Dance</b> -perform dances using a range of movement patterns</p> <p><b>Cricket</b> -play competitive games and apply basic principles suitable for attacking and defending</p>	<p><b>Orienteering</b> -take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Rounders</b> -play competitive games and apply basic principles suitable for attacking and defending</p>	<p><b>Athletics</b> -use running, jumping, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Outdoor adventure activities</b> -take part in outdoor and adventurous activity challenges both individually and within a team</p>
<b>French</b>						
<b>Ongoing</b>	<p><b>Physical Education</b> Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.</p>		<p><b>English</b> Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.</p>		<p><b>eSafety</b> Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.</p>	