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| **https://img.cdn.schooljotter2.com/sampled/11926645/98/98/nocrop/Year 6 Whole Year Curriculum Over view** | | | | | | | | | | | | | | | |
|  | **Advent** | | | | | | **Lent** | | | | | | **Pentecost** | | |
| **Eye of the wolf** | | **Amazing inventions** | **Mission Save Pompeii** | | **Powerful language** | **Blood** | **Organ donation debate** | | **Leon and the place in between** | | **Word detectives** | **A Midsummer night’s dream** | | **Windrush Child** |
| **Science** | **Evolution and inheritance** | | **Electricity** |  | |  | **Animals including humans** |  | | **Light** | |  | **Earth and Space** | | **Living things and their habitats** |
| **History** |  | | **A study of British history post 1066**  A significant turning point in history: the first railways |  | |  | **A study of an aspect in British History that extends chronological knowledge beyond 1066.**  Changes of medicine in history and the impact of key discoveries. |  | |  | |  |  | | **A study of British history post 1066**  Changes in an aspect of recent social history: The Windrush generation and immigration in Britain  **A local history Study**  Study of an aspect of History significant to the locality  (Leicester as a multi-cultural city. |
| **Computing** | **Coding**  **Online Safety**  **Spreadsheets** | | | | | | **Blogging**  **Text Adventures** | | | | | | **Networks**  **Quizzing** | | |
| **Design and Technology** | **Digital world: Navigating the world**  Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel. | |  | **Electrical systems: Steady hand game**  Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard. | |  | **Mechanical systems: Automata toys**  Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements. |  | | **Structure: Playgrounds**  Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria. | |  | **Food: Come dine with me**  Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient’s farm to fork process. | | **Textiles: Waistcoats**  Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, design, assemble and decorate a waistcoat for a chosen purpose. |
| **Geography** | Geographical skills  Using maps and atlases, globes and digital maps  Human and physical  Features  Biomes and  Vegetation belts, climate zones, mountains,  Human geography – economic activity, distribution of natural resources- energy, food, minerals and water | Geographical skills and fieldwork  Use fieldwork to observe, measure and record the human and physical features in the local area using methods such as sketch maps, plans graphs and digital technologies.  Locational knowledge  Topographical features –settlement and land use patterns / how aspects have changed over time | |  | |  |  |  | |  | |  |  | | Geographical Skills  Using maps and  Atlases to locate countries and describe features studied.  Place Knowledge  Geographical similarities and differences in human and physical geography between the midlands UK and the Caribbean.  Human and physical geography  Volcanoes and earthquakes/ hurricanes - most recent eruptions in eg. Montserrat etc |
| **Art/Design** | Still Life  Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work. | | Art and Design Skills  Developing design, drawing, craft, painting and art appreciation skills; designing a hat, creating zentangle patterns and prints, painting in an impressionist style and exploring the work of Edward Hopper. |  | | Make my voice heard  Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message |  |  | | Photography  Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. | |  |  | |  |
| **MFL**  **Year 1 for all KS2 children** | **Topic 1**  **China and Chinese**  **Topic 2**  **Saying hello**  **Topic 3**  **Introductions and questions** | | | | | | **Topic 4**  **Parts of the body**  **Topic 5**  **Numbers and age** | | | | | | **Topic 6**  **Numbers 11-99 and measure words**  **Topic 7**  **Family** | | |
| **Music** | **Identify different speeds of pulse (tempo) by clapping and moving.**  **Improvise rhythm patterns.**  **Perform an independent part keeping to a steady beat.**  **Identify the metre of different songs through recognising the pattern of strong and weak beats.**  **Subdivide the pulse while keeping to a steady beat.**  **Sing Up:**  **‘Tue Tue’**  **Oleo**  **Si njay njay njay** |  | | |  | **Understand a wide range of high quality music from great composer: Vivaldi**  **(Four Seasons)**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Improvise and compose music in groups to reflect one of the four seasons.** | **Pulse/beats/rhythm**  **Improvise and compose beatboxing (to accompany a video of a heart beat** |  | **Listen to fairground music.**  **Discuss its composition and effect.**  **Children in groups to compose their own dramatic introduction to a performance using tunes and untuned percussion pieces.**  **Identify how a mood is created by music and lyrics.**  **Listen to longer pieces of music and identify features.** | |  | |  | **Sing songs in tune and with an awareness of other parts.**  **Identify different speeds of pulse (tempo) by clapping and moving.**  **Improvise rhythm patterns.**  **Perform an independent part keeping to a steady beat.**  **Identify the metre of different songs through recognising the pattern of strong and weak beats.**  **Subdivide the pulse while keeping to a steady beat.**  **Identify phrases through breathing in appropriate places.**  **Listen to steel drums and other street ‘carnival ‘ music** | |
| **PE** | **Tag-Rugby**  **Netball**  **SAQ / Circuits\* includes units on how to keep physically healthy!**  **Dance** | | | | | | **Gymnastics**  **Basketball**  **Athletics**  **Dodgeball** | | | | | | **Athletics**  **Football**  **Cricket**  **Rounders** | | |
| **PHSE/RSE**  **Financial Education**  **Aim Higher**  **British Values**  **First Aid**  **Eco** | [Girls’ Bodies](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/girls-bodies/), [Boys’ Bodies](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/boys-bodies/), [Spots and Sleep](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/spots-and-sleep/)  [Making Babies (P1)](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/making-babies-part-1/)  [Making Babies (Pt2)](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/making-babies-part-2/)  Optional  [Menstruation](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/menstruation/)  **University visit and inspirational speakers**  **Global Citizens**  **Global warming**  **Global Citizenship**  **Transport**  **Biodiversity** | | | | | | Self-talk  Physical Contact  (Text: I Go Quiet)  **Route 2 Resilience work**  **Energy**  **Water**  **One-hour first aid taster sessions include:**  Communication and casualty care, making a clear and efficient call to the emergency services and CPR  **Healthy Living**  **Energy** | | | | | | **Virgin Money £5 challenge**  **Route 2 Resilience work**  **Mutual Respect**  **(Texts: The Island, Migrants)**  **Biodiversity**  **In our hands**  **Global Citizenship**  **Marine** | | |