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| **https://img.cdn.schooljotter2.com/sampled/11926645/98/98/nocrop/**  **Year 6 Whole Year Curriculum Overview** | | | | | | | | | | | | | |
|  | Advent | | | | | | Lent | | | | | Pentecost | |
| **Eye of the wolf** | | **Powerful Language** | **Mission: Save Pompeii** | | **Amazing Inventions** | **Blood** | **Organ donation debate** | | **Leon and the place in between** | **Word detectives**  **(SATs)** | **Windrush Child** | **A Midsummer night’s dream** |
| Science | **Evolution and inheritance**  Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin developed the theory of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution. | |  |  | | **Electricity**  Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will conduct their own investigation too! | **Animals including humans**  This unit teaches the importance of diet, exercise and lifestyle in the way that bodies function. In this unit, they learn about the three main parts of the circulatory system and the job of the heart. They also learn about what blood is comprised of and how it is transported around the body. Children carry out an investigation to explore how heart rate is affected by exercise |  | | **Light**  Children will learn about light, how we see, shadows, reflection and refraction. They will work scientifically and collaboratively to investigate refraction, carrying out some fascinating experiments into the effects of bending light. Finally, they will learn about Isaac Newton and his theory of light and colour. |  |  | **Living things and their habitats**  Children will learn about the classification of living things, including micro-organism.. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its classification. They will learn about micro-organisms, and conduct an investigation into the growth of mould on bread. |
| History |  | | **A study of British history post 1066**  A significant turning point in history: the first railways | **The Roman Empire and its impact on Britain.**  The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day. | |  | **A study of British history post 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: Designing and Making a more Complex Program**  To design a playable game with a timer and a score.  To plan and use selection and variables.  To understand how the launch command works. | |  | **Kingswood Residential:**  Scrapheap challenge.  Buggy Building. | | **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. |  |  | | **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. |  |
| 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 | | **Human and physical geography**  Describe and understand key aspects of volcanoes | |  |  |  | |  |  |  | **Place Knowledge**  **Geographical similarities and differences** in human and physical geography between the midlands UK and the Caribbean. |
| 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 of the Wolf. | | **Art and Design Skills**  Developing design, drawing, craft, painting in an impressionist style and exploring the work of Edward Hopper. | **Sculpture and 3D: Making Volcanoes.**  Understand the design process to create a prototype which develops from ideas, working as part of a team to create a model of a volcano. Reviewing, evaluating and modifying design ideas. | |  |  |  | | **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. |
| 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  First Aid  British Values  Eco | University visit and inspirational speakers  Global Citizens  Global warming | | | | | | Self-talk  Physical Contact  (Text: I Go Quiet)    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 | | | | | [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  [Menstruation](https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/uks2-mod1/menstruation/)  Biodiversity  In our hands | |