

Year 6 - Curriculum Overview

Subject	Autumn Term	Spring Term	Summer Term
<b>English: Reading</b>	<p>11+ exam preparation – exposure to past papers: targeted teaching linked to key objectives (test technique; using PEE to structure responses; embedding quotations etc)</p> <p><i>Treasure Island</i> (higher set) or <i>Skellig</i> Considering characterisation, themes, and symbolism within a narrative</p>	<p>11+ exam preparation – exposure to past papers: timed exercises with in-depth feedback</p> <p><i>Private Peaceful</i> <i>WWI poetry</i> Study of WWI propaganda including popular posters</p> <p>Related WWI poetry (Wilfred Owen, Siegfried Sassoon)</p>	<p>A range of poetry - examining use of rhythm and rhyme; sound techniques; use of humour</p> <p>Shakespeare with a performance focus (<i>Twelfth Night</i>)</p> <p>Extracts from various biographies and autobiographies (<i>Boy, My Name Is Malala, The Diary of Anne Frank</i>, amongst others)</p>
<b>English: Writing</b>	<p>Continuing a story in a similar style – inspired by class texts</p> <p>Using personification in prose and poetry</p> <p>Creative writing with a focus on setting a scene and establishing a particular mood or atmosphere</p>	<p>Newspaper reports linked to <i>Private Peaceful</i></p> <p>Creative writing drawing on a range of devices (metaphor, hyperbole, alliteration, rhetorical questions, paradox, puns)</p> <p>Descriptive writing based on WWI (description of the trenches, letter home)</p>	<p>Biographical and autobiographical writing</p> <p>Narrative writing: focus on plot twists, flash backs, foreshadowing and endings – writing an alternative ending to a short story</p>
<b>Maths: Number</b>	<p><b>11+ and 13+ Pre-Test preparation :</b> selection of timed practice papers and consolidation of topics resulting from these.</p>	<p><b>Percentages :</b> one number as % of another, calculating % of amount, % increase/decrease. <b>Prime Factors :</b> product of prime factors, LCM/HCF and solving word problems <b>Fractions 4 operations</b> - to include mixed numbers</p>	<p><b>Prime Factors :</b> long multiplication and division &amp; finding square root <b>Directed Numbers :</b> 4 operations and substitution into formulae/expressions <b>Decimals :</b> 4 operations with more difficult numbers. Decimal problems <b>FDP :</b> ordering fractions, decimals and %</p>

<b>Maths: SSM</b>		<b>Speed, Distance and Time</b> : calculations and interpreting graphs <b>Angle Geometry</b> : calculating angles in complex drawings include sum of angles in any polygon	<b>Transformations : Reflections</b> in $y=n$ , $x = n$ , $y=x$ , $y=-x$ . <b>Translations -</b> Rotations given C of R/direction and angle
<b>Maths: Algebra/ Problem Solving</b>		<b>Introduction to Algebra</b> : as a problem solving tool – forming and solving equations	<b>Equations</b> : solving 1 and 2 step equations. <b>Algebraic Expressions</b> : 4 operations, multiply out brackets, factorisation <b>Linear Graphs</b>
<b>Maths: Data Handling</b>		<b>Pie Charts</b> : drawing and interpreting	<b>MMMR</b> from a list of numbers and frequency table
<b>Science</b>	<b>Physics:</b> Electric Circuits Magnetism & Magnets, Sound Energy Types & Energy Transfer, Energy in Food <b>Biology:</b> Microbes, Disease, Immune System, Antibiotics	<b>Biology:</b> Microbes (contd.) Habitats, Adaptation <b>Physics:</b> Light, Reflection Forces, Mass and Weight, Speed <b>Chemistry:</b> Mixtures, Filtration, Evaporation, Chromatography	<b>Biology:</b> Evolution, Darwin, Plant Reproduction, Human Reproduction
<b>Art</b>	<b>Character clay mask project</b> Facial expressions emotions through drawing and photography, Learning various techniques in clay to create facial masks, Designing and making individual character. Artists looked at: Franz Xaver, gargoyles	<b>Character clay head project (cont)</b> <b>Cityscape</b> -Researching work of different city scape artists -Drawing buildings from observation -Experimenting with oil pastel, watercolour and collage layering Exploring different composition designs for own cityscape -Final piece in A3 using hot or cold colour palette in chosen media	<b>Cityscape</b> (cont)  (Painting Clay heads)

<b>Computing</b>	Object Oriented Programming Creating a Digital Portfolio	Programming Microcomputers and Input and Output devices	Mobile Application Development Introduction to Java Programming Project
<b>Drama</b>	<p><b>VIEWPOINTS</b> We create characters through observation, movement analysis and improvisations that take inspiration from the architecture and people around us to create short movement compositions that reflect London.</p> <p><b>RED BALLOON</b> These skills are applied to text work and the creation of a short scene to be performed to a high standard. The movement and awareness work continues as the children are introduced to stage fighting and the work is linked to PSHEE.</p>	<p><b>ACTION INTO TEXT</b> Through a selection of modern text the group will learn the craft of bringing a scene to life and gain an awareness of the choices they must make as dramatic artists that influence a performance.</p> <p><b>MUSICAL THEATRE</b> We then move onto musical theatre as we bring to life a musical number.</p>	<p><b>SHOWCASE</b> After a series of shorter workshops the group bring together their best work during the year to make an end of term showcase.</p>
<b>French</b>	School Food	Hobbies Technology Where you live	Places to go Town Holidays
<b>Geography</b>	Tectonic Processes Earthquakes & Volcanoes Rocks and the rock cycle	Weathering Rivers & Coasts Flooding	Country project and presentations
<b>History</b>	What makes a successful medieval monarch; lead up to 1066/ Stamford Bridge, Battle of Hastings; Norman rule: William I's impact on Saxon England, Feudal System	Continue Norman rule: Domesday Book. Stephen & Matilda/civil war; 1 <sup>st</sup> Crusade; King John/Magna Carta; Henry II & Thomas Becket	Edward I (castles/ Wales/Scotland); Peasants' Revolt of 1381; Medieval Life for ordinary people.

<p><b>Music</b></p>	<p>Aural Assessment <i>'Listen-In'</i> modules</p> <p><u>Theory</u> Pupils follow either 'Theory Matters' course or ABRSM graded theory syllabus Formal assessment under exam conditions</p> <p><u>Elements (Maths and Music)</u> Time signatures – Simple and irregular metres Keyboards (1)</p> <p>Class Singing ABRSM aural tests</p>	<p>Preliminary rounds for House Music Competition</p> <p>Keyboards (2)</p> <p>Class Singing</p> <p>ABRSM aural tests</p>	<p><u>Our Musical History and Creating a Picture</u> Listening and appraising of a variety of orchestral music covering the main musical periods Set works from the Baroque, Classical and Romantic periods, and the 20<sup>th</sup> Century. Class ensemble work (where appropriate)</p> <p>Class Singing</p> <p>ABRSM aural tests</p>
<p><b>PSHEE</b></p>	<p><i>SMSC Project</i> <i>Dealing with exam stress</i></p> <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>• Maintaining friendships when using e-mail and text</li> <li>• Positive relationships</li> <li>• Cyber-bullying</li> <li>• Dealing with disagreements</li> <li>• Exclusion the most common type of bullying</li> </ul>	<p>DARE – Programme of study taught mainly by the City Police.</p> <ul style="list-style-type: none"> <li>• understanding the need to take personal responsibility for ourselves and others</li> <li>• effective communication and listening</li> <li>• coping by dealing with pressure and stressful situations</li> <li>• decision making</li> <li>• resistance skills</li> <li>• the identification of risks and consequences, particularly in relation to substance abuse</li> </ul>	<p>DARE continued</p> <ul style="list-style-type: none"> <li>• understanding the need to take personal responsibility for ourselves and others</li> <li>• effective communication and listening</li> <li>• coping by dealing with pressure and stressful situations</li> <li>• decision making</li> <li>• resistance skills</li> <li>• the identification of risks and consequences, particularly in relation to substance abuse</li> </ul>

<b>PE/Games</b>	<p>BASKETBALL HEALTH RELATED -FITNESS</p> <p>FOOTBALL \ NETBALL SWIMMING</p>	<p>BADMINTON \ VOLLEYBALL HANDBALL SWIMMING</p> <p>HOCKEY</p>	<p>SHORT TENNIS \ ATHLETICS KWIK CRICKET</p> <p>CRICKET \SOFTBALL\ TENNIS SWIMMING</p>
<b>RS</b>	<p><b>Introduction to Islam:</b> History, key practices and beliefs in today's world; celebrations/festivals. Comparison with the 5 other main world religions studied at SPCS/ statistics/location/ followers</p>	<p><b>Introduction to Judaism:</b> (as with term I)</p>	<p><b>Introduction to Buddhism:</b> (as with term I)</p> <p>After a brief revision of Islam and Judaism.</p>
<b>LATIN</b>	<p>All conjugations (present tense only), imperatives and infinitives (if time) 1<sup>st</sup> and 2<sup>nd</sup> declension nouns, basic pronouns and adjectives, prepositions, causal clauses, simple questions, numerals to 10 (cardinals and ordinals).</p> <p>Cultural, moral, social and spiritual aspects covered in the texts translated and in the <i>Roman Mysteries</i> series of books as a children's television series.</p>		