

### Year 6 Curriculum Overview September 2023-24

| YEAR 6                                  | AUTUMN 1                                                                                                               | AUTUMN 2                                                                                                                                | SPRING 1                                                                                                                                                                                            | SPRING 2                                                        | SUMMER 1                                                                                                                                                                                                                                  | SUMMER 2                                                                                 |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>SCIENCE</b>                          | Electricity<br><i>Graphs/measuring</i>                                                                                 | Living Things & Their Habitats<br><i>Keys/branching databases/sorting</i>                                                               | Light<br><i>Tables - presenting data</i>                                                                                                                                                            | Animals Including Humans<br><i>Timing and measuring, graphs</i> | Evolution & Inheritance<br><i>Tables - presenting data</i>                                                                                                                                                                                |                                                                                          |
| <b>HUMANITIES<br/>Geography/History</b> | <b>Ancient Greece</b> & its impact on the western world<br><i>Timelines- negative numbers-BC- working out ages etc</i> | <b>Natural Disasters</b><br>Earthquakes, tsunami, floods.                                                                               | <b>The impact of the industrial revolution on British history</b><br><i>Timeline</i><br>Local History Mickleover                                                                                    |                                                                 | <b>Human &amp; Physical Geography</b> - local studies<br>Mickleover<br><i>Coordinates/grid references</i><br><i>Distance</i>                                                                                                              | <b>Geography</b> - world biomes<br><i>CF coordinates lines of latitude and longitude</i> |
| <b>DT</b>                               | Vehicles<br><i>Measuring</i>                                                                                           |                                                                                                                                         | World Food & Farming<br><i>Measuring- food miles</i>                                                                                                                                                |                                                                 | Structures                                                                                                                                                                                                                                |                                                                                          |
| <b>ART</b>                              | <b>Drawing</b><br>Make my voice heard.                                                                                 |                                                                                                                                         | <b>Painting and mixed media</b><br>William Morris study<br>Printing/ collage                                                                                                                        |                                                                 | <b>Craft and Design</b><br>Photo opportunites                                                                                                                                                                                             |                                                                                          |
| <b>ICT</b>                              | Online Safety                                                                                                          | Spreadsheets<br><i>Four rules, formulae, mean- averages</i>                                                                             | Film making                                                                                                                                                                                         | Film making                                                     | Scratch Animated Stories                                                                                                                                                                                                                  | Using and Applying                                                                       |
| <b>Music<br/>Music Express</b>          | World Unite<br><b>Step dance<br/>Performance</b>                                                                       | Journeys<br><b>Sing Cycle</b>                                                                                                           | Growth<br><b>Street dance<br/>Performance</b>                                                                                                                                                       | Roots<br><b>Mini musical<br/>performance</b>                    | Class Awards<br><b>Awards show<br/>performance</b>                                                                                                                                                                                        | Moving On<br><b>Leavers' assembly<br/>performance</b>                                    |
| <b>PE</b>                               | Gymnastics<br>Orienteering<br><i>Direction- positional language</i>                                                    | Fitness<br>Hockey<br><i>Timing/counting</i>                                                                                             | Gymnastics<br>Netball                                                                                                                                                                               | Dance Oliver<br>Tennis                                          | Gymnastics<br>Rounders                                                                                                                                                                                                                    | Dance Rock n Roll<br>Athletics                                                           |
| <b>RE</b>                               | U2.6 What does it mean to be a Muslim in Britain today? (part 2)<br><b>Muslims</b>                                     | U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?<br><b>Christians, Muslims and non-religious (Humanists)</b> | U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?<br><b>Christians, Muslims and Hindus (recap)</b><br><i>Geometry - shape and repeating patterns</i> |                                                                 | U2.3 What do religions say to us when life gets hard? Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc<br><b>Christians, Hindus and non-religious responses</b> |                                                                                          |

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| <b>PSHE</b>               | PSHE Matters<br>Being safe-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PSHE Matters<br>Being Me | PSHE Matters<br>Money Matters<br>Value for money-<br>3 for 2, Budgeting,<br>wages and deductions | PSHE Matters<br>Drugs | PSHE Matters<br>Growing Up            | PSHE Matters<br>Changes<br>Alright Charlie - CSE |
| <b>MFL</b>                | All around town                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | On the Move              | Going Shopping                                                                                   | Where in the world    | What's the time?                      | Holidays and hobbies                             |
| <b>MFL</b>                | <p>Listen and show understanding of more complex sentences containing familiar words and replace with unfamiliar words.</p> <p>Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling.</p> <p>Engage in a short conversation using familiar questions and express opinions.</p> <p>Manipulate language to create and say sentence of own choice using familiar language.</p> <p>Manipulate language using a language scaffold to present their own ideas and information in more complex sentences.</p> <p>Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language.</p> |                          |                                                                                                  |                       |                                       |                                                  |
| <b>Trips &amp; Events</b> | Greek Day<br>Toyota Visit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                          | Cromford Mills<br>Victorian School Day<br>SATS Week<br>Cycling Proficiency (if available)        |                       | Leavers' Production<br>Leavers' Disco |                                                  |