Year 6 Curriculum Overview

	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5
ART HISTORY GEOGRAPHY DT	**A Car Park Fit for a King** **History** Children learn about Richard III, the War of the Roses and the battle for the throne. **Art** Children learn about some of the artistic features of the period. They learn explore different media and collage techniques. **Unit outcome: Presentation**	**Bella Italia!** **Geography** Children learn about Italy, its climate, food and geography. **Design and Technology (Cooking)** Children learn about a variety of traditional Italian food and make a healthy Italian dish. **Unit outcome: Food and travel TV programme.**	**World War** **History** Children learn about WW2 and links with WW1. **Design and Technology** Children learn about bridges specific to the period. They explore different mechanisms and make a bridge which opens. **Unit outcome: Bridge building competition**	**Naïve Art** **Art** Children learn about the Naïve style of art. Children will create their own artwork in the style of Andrew Murray. **Geography** Children learn about the human geographical changes during industrialisation. **Unit outcome: Art Gallery opening event**	**Crime and Punishment** **History** Children learn about crime and punishment in the past and how this has changed through history. **Art** Children learn about the stylistic features of manga and pop art. **Unit outcome: Horrible Histories court hearing**
SCIENCE	**Electricity** Children learn about electrical circuits and the impact of changing different variables. **Unit outcome: Burglar Alarm**	**Living things and their habitats** Children learn how to classify different living things based on their different characteristics.	**Light** Children learn about light, how it travels, reflects and refracts. **Unit outcome: Spy equipment – periscope and pinhole camera.**		**Evolution and inheritance** Children learn about how species have evolved and how characteristics are inherited.
COMPUTING	**Code 1** Children learn how to use and experiment with variables in Scratch. **Unit outcome: Make a game using Scratch.**	**Communicate** Children extend their learning using different techniques when recording, farming and sequencing shots. They learn to use editing software. **Unit outcome: Food and travel TV programme.**	**Collect, Communicate and Online Safety** Children learn how search engines work and investigate internet based communication. They explore issues around privacy and information security.	**Code 2** Children learn the basics of javascript to create programs. They also use Micro:Bits to mix different light frequencies.	**Communicate 2** Children extend their understanding of 3D design using CAD software. **Unit outcome: 3d model**
PE	**Keeping Fit** Children build on skills from previous years to create, deliver and evaluate their own circuits.	**Invasion 1: Football** Children learn to apply more advanced skills, the rules within the sport and begin to implement tactics to overcome opponents.	**Gymnastics** Children build on skills from previous years to explore gym apparatus to develop strength and confidence, focusing on balances and combining skills.	**Invasion 2: Hockey** Children learn to be effective and consistent with receiving, distributing, dribbling and shooting a ball at different angles and various distances.	**Striking and Fielding: Rounders** Children develop their skills in receiving and distributing balls in different ways whilst in motion with improved accuracy and consistency.

Year 6 Curriculum Overview

	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6
MUSIC	**Pulse, Rhythm & Improvisation** Children learn to create a piece in 5/4 time signature,	**Pulse, Rhythm & Improvisation** Children learn to perform to graphic scores and interpret images.	**Voice** Children learn about pitch and its effect on the listener, leading to composing their own piece of music.	**Structure & Form** Children learn about structure and form of various songs in greater depth. They focus on the use of technology to compose various pieces.	**Ukulele** Children learn to name the parts of a Ukulele, including the string names and how to play using plucking and strumming.	**20th Century Music** Children use art work to connect more abstract musical genres. They learn to create music to accompany films.
PSHE	**Being Me in My World** Children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They explore democracy further.	**Celebrating Difference** Children talk about similarities and differences and how being different can be hard. Children learn about bullying and how people can have power over others in a group.	**Dreams and Goals** Children learn to reflect on various global issues and explore places where people may be suffering or living in difficult situations. They talk about their strengths and setting goals.	**Healthy Me** Children learn about taking responsibility for their own physical and emotional health and the choices linked to this.	**Relationships** Children learn more about mental health and how to take care of their own mental well-being. They learn how to judge if something is safe online and how to communicate online in a positive and safe way.	**Changing Me** Children learn about puberty and changes that will happen. They discuss relationships, physical attraction and mutual respect. They also look at the transition to secondary school and preparing for this.
FRENCH	**Let's go shopping** Children learn about the shopping experience in France. **Outcome:** Role play		**This is France** Children learn key vocabulary related to France and, in particular, Paris. **Outcome:** Paris Fact file		**All in a day** The children will learn how to tell the time, use the 24hr clock and timetables. **Outcome:** French games day	
RE	**What does it mean to be a Muslim?** Children learn in depth from different religious and spiritual ways of life about being a follower of Islam.		**Why do some people believe God exists?** Children learn in depth from different religious and non-religious groups about belief in God.		**What do religions say to us when life gets hard?** Children will be encouraged to consider how different religions and belief systems can support people throughout difficult times in their lives.	