



Curriculum Overview

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p><u>Content:</u> LIGHT Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light</p>	<p><u>Content:</u> LIVING THINGS Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and</p>	<p><u>Content:</u> ANIMALS INCLUDING HUMANS Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies</p>	<p><u>Content:</u> Y3-6 Science revision</p>	<p><u>Content:</u> EVOLUTION AND INHERITANCE Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><u>Content:</u> EVOLUTION AND INHERITANCE Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may</p>

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	<p>sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>animals based on specific characteristics.</p>	<p>function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>			<p>lead to evolution.</p>
Computing	<p><u>Content:</u> COMPUTER SCIENCE Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Multimedia work shows restrained use of effects that help to convey meaning rather than impress.</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Setup and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask 'what if...' questions and change variables in their model.</p> <p>Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.</p> <p>Relate their use of spreadsheets to model situations in</p>	<p><u>Content:</u> INFORMATION TECHNOLOGY Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings.</p> <p>The need for accuracy is demonstrated and strategies for spotting implausible data are evident.</p> <p>Children should be able to talk about</p>	<p><u>Content:</u> DIGITAL LITERACY Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use appropriate methods to validate information and check for bias and accuracy.</p> <p>Repurpose and make appropriate use of selected resources for a given audience, acknowledging material used where appropriate.</p>	<p><u>Content:</u> DIGITAL LITERACY Use collaborative tools and email showing sensitivity for this type of remote collaboration and communication.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

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			<p>the wider world.</p> <p>Children are able to identify their own opportunities for data logging and carry out their own experiments.</p> <p>They can check and question results and are able to spot trends in data and identify when problems may have occurred.</p>	<p>issues relating to data protection and the need for data protection and the need for data security in the world at large (health, police databases).</p>		
History	<p><u>Content:</u> VIKING AND ANGLO SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR</p>	<p><u>Content:</u></p>	<p><u>Content:</u> A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS CHRONOLOGICAL KNOWLEDGE BEYOND 1066 - VICTORIANS or 2nd WORLD WAR (National Arboretum) (Local area study</p>	<p><u>Content:</u></p>	<p><u>Content:</u></p>	<p><u>Content:</u></p>
Geography	<p><u>Content:</u></p>	<p><u>Content:</u></p>	<p><u>Content:</u></p>	<p><u>Content:</u></p>	<p><u>Content:</u> MOUNTAINS N.AMERICA On a world map locate the main countries in North America. Identify their main environmental</p>	<p><u>Content:</u></p>

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					<p>regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features of mountains. Understand how these features have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Focus on polar regions</p> <p>Compare a region in UK with a region in North America with significant differences and similarities, e.g. mountainous/polar regions of Canada compared to mountainous regions</p>	

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					<p>of Britain.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography: mountains, climate zones link to polar regions</p> <p>Human Geography: Economic activity including trade links <i>linked with Viking traders in history.</i></p> <p>Distribution of natural resources: focussing on energy (link with coal mining past history and eco-power such as hydroelectric power in mountainous regions.)</p> <p>Climate change.</p>	
Design and Technology	<p><u>Content:</u> BUG HOTELS</p> <p>(This content can be taught at any time during the term and linked with art skills)</p>		<p><u>Content:</u> BUILD AND REINFORCE A STRUCTURE/ VICTORIAN HOUSES</p> <p>(This content can be taught at any time during the term and linked with art skills)</p>		<p><u>Content:</u> COOKERY</p>	
Art	<p><u>Content:</u> SCREEN PRINTING - LINKED TO HISTORY</p>		<p><u>Content:</u> VICTORIAN ARTISTS</p>		<p><u>Content:</u> TAKE PHOTOS OF THING THAT HAVE CHANGED AND IMPROVED OVER TIME.</p>	

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	VIKING BOATS AND SAILS (This content can be taught at any time during the term and linked with art skills)		<u>Suggested artists:</u> Dante Gabriel Rossetti		OBSERVATIONAL SKETCHES <u>Suggested artists:</u> Salvador Dali	
Religious Education	<u>Content:</u> 2.4b TAKING PART Visit to a place of worship	<u>Content:</u> 2.3d THINKING OF GOD (99 names of Allah)	<u>Content:</u> 2.5c JUSTICE:POOR AND RICH	<u>Content:</u> 2.5a THE IMPORTANCE OF HOPE (Religious stories which answer questions people worry about.)	<u>Content:</u> 2.5d BELIEF IN ACTION Shabbat	<u>Content:</u> 2.6b COMMITMENT (Sikh baptism -Amrit) (Transition link - the children will soon become members of a new school community.)
PSHCE	<u>Content:</u> NEW BEGINNINGS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society. Children can talk about how they are feeling especially as we begin Year 6- our final year at Outwoods. Children can understand that resources can be	<u>Content:</u> ANTI-BULLYING Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society. Introduction to the bullying theme. Children to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities –	<u>Content:</u> GETTING ON AND FALLING OUT Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society. Children are aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.	<u>Content:</u> GOOD TO BE ME Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society- I'd rather read a book story-Ways to develop interests. Children learn to recognise their worth as individuals by identifying positive things about themselves and their	<u>Content:</u> GOING FOR GOALS Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society. Children to debate- are goals useful? Children to learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their	<u>Content:</u> RELATIONSHIPS/CHN AGES Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society. Visiting Dad story- relationships in families. Children know their actions affect themselves and others, to care about other people's

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	<p>allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Children can discuss considering a new beginning and what it would be like.</p> <p>Children to discuss and understand how making responsible choices and taking action can lead to positive attitudes to a new beginning.</p> <p>Children can talk about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p>	<p>Children to discuss what bullying is and the different types.</p> <p>Children to understand the difference between a person who bullies and a bully.</p> <p>Mrs Shaw visits and engages with the children about bullying.</p> <p>Children to discuss how we should be vigilant around school.</p> <p>Children to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>Children to create story-boards.</p>	<p>Children discuss feelings about getting on with family.</p> <p>Children know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>Children are able to tell others when they agree or disagree- listening to others.</p> <p>Children can research, discuss and debate topical issues, problems and events To understand what prejudice is and how it can make others feel.</p> <p>Children learn language that does not make conflicts worse. -Shugborough- working in teams to develop relationships through work and</p>	<p>achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>Children can recognise their own strengths and weaknesses.</p> <p>Children learn to resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Children learn to stand up for what they think and make their own choices.</p> <p>Children can recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>Children know when they are becoming</p>	<p>own contribution in the future.</p> <p>Children to recognise an excuse instead of solving a problem.</p> <p>Children to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>Children consider creating a long term goal and breaking it into manageable steps.</p> <p>Children understand how to create stepping stones to help in reaching a goal.</p> <p>Reflection- what have we learnt- why it is important to set goals.</p>	<p>feelings and to try to see things from their points of view.</p> <p>Children can discuss forgiveness.</p> <p>Children know where individuals, families and groups can get help and support- - Children learn strategies associated with the feeling of loss.</p> <p>Children learn about supporting someone with the feeling of loss.</p> <p>Children can talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Children can discuss what we are looking forward to- change in school.</p> <p>Children to discuss and prepare for</p>

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			play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]	overwhelmed and use a calming strategy. Children learn to know how to behave in an assertive way using appropriate body language.		change [for example, transferring to secondary school]. Children to share memories/thoughts- last PSHCE lesson at Outwoods.
Languages	<p><u>Content:</u> <u>Greetings, alphabet and descriptions</u></p> <p>Children re-cap greetings, learn the alphabet through song and use adjectives (along with present tense of 'etre') to describe people and characters in writing.</p>	<p><u>Content:</u> <u>Les nombres, la famille et Joyeux Noel</u></p> <p>Children refresh numbers up to 40, talk about their family members and learn French Christmas traditions.</p>	<p><u>Content:</u> <u>Les jours et les mois et l'anniversaire.</u></p> <p>Children re-cap days of the week and months of the year through the use of the Hungry Caterpillar story. Months of the year and how to talk about when your birthday is.</p>	<p><u>Content:</u> <u>En classe et Joyeux Paques</u></p> <p>Children learn the names of classroom objects and how to make them plural, school subjects and follow classroom instructions.</p>	<p><u>Content:</u> <u>Les vêtements (clothes)</u></p> <p>Revise colours, expand clothing vocabulary and to say what they're wearing, and describe their uniform including the use of adjectives.</p>	<p><u>Content:</u> <u>La nourriture (food)</u></p> <p>Children learn breakfast foods, how to order food and drinks in a cafe through role play, say what food they like and dislike. Learn about Bastille Day in France.</p>
Music	<p><u>Content:</u> <u>ENSEMBLE/PERFORMING FROM NOTATION: "America Rocks"</u></p> <p>Rhythm improvisation & composition</p>	<p><u>Content:</u> <u>CHRISTMAS SONGS</u></p>	<p><u>Content:</u> <u>SCALES AND CHORDS: Expressionism; composing 12 tone music</u></p>	<p><u>Content:</u> <u>EXPLORING MOOD IN MUSIC</u></p> <p><u>GRAPHIC SCORES</u></p>	<p><u>Content:</u> <u>ELECTRONIC MUSIC GRAPHIC SCORES</u></p>	<p><u>Content:</u> <u>LEAVERS SONG; PERFORMANCE</u></p>