

## Year 6 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Science	<b>Animals inc Humans</b> Circulatory system Healthy Lifestyles	<b>Animals inc Humans</b> Circulatory system Healthy Lifestyles	<b>Evolution</b> Changes over time and fossils	<b>Living things and their habitats</b> Classifying and distinguishing animals and plants	<b>Light</b> How light travels Shadows	<b>Electricity</b> Increasing brightness of bulb and volume of buzzer
History	<b>The Second World War</b> Evacuation in Liverpool A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				<b>The Maya Civilisation</b> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;	
Geography			<b>Rivers of Life</b> Rivers and South America			<b>Mapping it out</b> Settlements and land use
Art	<b>Drawing</b> Optical Illusion		<b>Painting</b> Impressionism		<b>Textiles</b> Batik	
DT		<b>Food Technology</b> Design your own chocolate bar (Maya)		<b>Textiles</b> Making a cushion- Make do and mend		<b>CAD</b> Design and make an alarm system (electricity)
Computing	<b>VR World (IT) (6)</b> The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.	<b>Coding Playground (CS) (6)</b> Children will be introduced to text-based programming and how apps are made. They will complete self paced programming challenges. Finally the class can	<b>My Online Life (DL) (8)</b> This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.	<b>My Online Life (DL) Crossy Roads (CS) (5)</b> The children will create their own version of the popular app Crossy Roads using visual coding. They will learn about decomposition	<b>Online Safety Dilemmas (DL) (6)</b> In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face	<b>Money (IT) (6)</b> The children will explore money, stocks and shares through a series of challenges and games. Creating a spreadsheet and digital book to explain the importance

		explore connecting programable toys and drones.		and how to evaluate games.	everyday online and asked to produce a series of "what to do" videos to explain how to cope online.	of understanding how money works.
Music		<b>Christmas singing-performance</b> Sing as part of an ensemble with full confidence and precession. Play and perform in solo or ensemble contexts.		<b>Garage Band</b> Compose, analyse and compare recordings based on the interrelated dimensions of music.		
French	<b>Me in the world</b> Moi dans le monde		<b>Clothes</b> Les vêtements	<b>Clothes</b> Les vêtements	<b>What is the date?</b> Quelle est la date aujourd'hui?	
PSHE	<b>Being me in my world</b> How my choices have an impact on community and globally	<b>Celebrating Difference</b> Ways in which difference can be a source of conflict or celebration	<b>Dreams and Goals</b> Different ways to work with others to make the world a better place	<b>Healthy Me</b> How substance and alcohol misuse can impact on the individual and others	<b>Relationships</b> Feelings associated with loss and recognising when people are trying to gain power or control	<b>Changing Me</b> How a baby develops from conception to birth.
RE	<b>Islam</b> Commitment to God	<b>Christianity</b> The virgin birth	<b>Christianity</b> Eternity	<b>Christianity</b> The influence of Christianity on the world	<b>Islam</b> How Muslims try to lead good lives	<b>Islam</b> Different Muslim interpretations of Jihad
PE	<b>Hockey</b> To use different techniques for passing, controlling, dribbling and shooting in games, marking, tackling and interception.	<b>Football</b> To know what position is being played and how to contribute when attacking and defending within a game	<b>Outdoor Adventurous</b> To respond to challenges/problems when the task or environment changes and the challenge	<b>Athletics</b> To develop hurdling technique, combining sprinting and 1:1 jumping skills <b>Dodgeball</b>	<b>Cricket</b> To work collaboratively in small sided games; developing consistency and	<b>Tennis</b> To use forehand, backhand and overhead shots with more confidence and make appropriate choices about the best shot to use in games

	<p><b>Indoor athletics</b> Jumping and throwing to develop accuracy and power.</p>	<p><b>Gymnastics</b> To perform a complex sequence of movements that includes changes of level, direction and speed to music</p>	<p>increases, working within a group</p> <p><b>Dance</b> To work creatively and imaginatively on their own, in partners and in groups to compose motifs and structure simple dances.</p>	<p>To play effectively as part of a team, suggesting ideas that will improve performance</p>	<p>control in striking and fielding skills</p> <p><b>Gymnastics</b> To be able to adapt an individual sequence to become a group sequence.</p>	<p><b>Dance</b> To perform dances to music expressively, sensitively and with fluency and control.</p>
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For more detail on curriculum coverage please see individual subject overviews.