

Crawley Down Village C of E School

Year 6 Curriculum Overview



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Y6	Autumn Portals, People and Places	Spring Off with Their Heads	Summer Survival of The Fittest
Key Texts 	• The Lion, The Witch and the Wardrobe by C.S Lewis • The Island	• Treason by Berlie Doherty • Macbeth by W Shakespeare	• The Explorer by Katherine Rundell • Survivors • Moth
English 	Writing Purposes Writing to entertain • Character Description of White Witch • Setting Description of Narnia • Narrative setting and character with dialogue (The Island) • Narrative endings (The Island) Writing to persuade • Persuasive letter to free Mr Tumnus • Persuasive advert about Turkish delight/torch (science link) Writing to discuss • Portsmouth vs Crawley Down debate (geography link)	Writing Purposes Writing to entertain • Chapter openings with a hook • Macbeth – letter writing Writing to inform • Journey of a blood cell – Science link • Macbeth – recount meeting the witches Writing to persuade • Letter from Lady Macbeth Writing to discuss • Bloody Mary – fair name or not?	Writing Purposes Writing to entertain • Moth – poems • Narrative – Survivors Joanne Koepke Writing to inform • Non-chronological report – pond life • Narrative – lifetime of a moth/oak tree • Newspaper – Plane crash • Packing list how to survive Writing to discuss • Debate – deforestation
Throughout the year: Handwriting: We will be focusing on consistently writing with fluent, joined handwriting. Proof reading: We will be developing our proof-reading skills to accurately apply spelling and punctuation from previous years and what has been taught this year. Editing: We will be assessing the effectiveness of our writing based upon its intended purpose and audience. We will be selecting parts that need editing, applying the writing skills covered in Autumn term and in previous years. Spelling: We will be assessing the application of spelling rules taught in previous years to inform interventions. We will be assessing the first 30 words of the Y5/6 word list. We will learn spelling patterns from the Year 5/6 curriculum. VIPERS: We read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills.			

Maths 	• Place value • Addition, subtraction, multiplication and division • Fractions • Converting units	• Ratio • Algebra • Decimals • Fractions, decimals and percentages • Area, perimeter and volume	• Statistics • Shape • Position and Direction • Algebra • Working mathematically investigations
Science 	Light: • recognise that light appears to travel in straight lines • 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 • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Electricity: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram	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 • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans	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 • 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 lead to evolution Living things and their habitats: • 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 Give reasons for classifying plants and animals based on specific characteristics

RE Understanding Christianity 	Islam What does the Qur'an reveal to Muslims about Allah and his guidance? Pupils can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. They can describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities. They can use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions. Pupils can give own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion; explain what inspires and influences me. They can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives. They can ask questions about things that are important to me and to other people and suggest answers which relate to their own and others' lives. Christianity Was Jesus the Messiah? Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or	Christianity What kind of king was Jesus? Pupils know that Jesus told many parables about the Kingdom of God and they can describe at least one in detail (the feast, the tenants in the vineyard, the unforgiving servant). Pupils know that many Christians believe that Jesus teaching suggests that there will be a future kingdom where God's reign will be complete. Pupils know that many Christians try to extend the kingdom of God by challenging unjust social practice and by practising forgiveness. Pupils know the Lord's Prayer and can explain how this describes the Kingdom of God What difference does the resurrection make to Christians? Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. They can explain why certain things might happen at a Christian funeral.	Humanists Why do Humanists say happiness is the goal of life? Humanism is a non-religious worldview. Humanists believe every human has only one life to live: • That what is right and wrong should be based on reason and respect for others. • Happiness is a key purpose of this one life and that the time to be happy is now. • That happiness is found in treating others as you would like to be treated. • Do not believe in God or an afterlife. • Look to science instead of religion as the best way to discover and understand the world. • In the importance of providing meaningful non-religious ceremonies like weddings and funerals. Creation and science: conflicting or complementary? Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. The can outline both points of view. They know that there are many scientists who are also Christians. Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God. Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account. Pupils know that not all Christian believe the same about the relationship between Creation and science. Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.
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	‘anointed one’ – a Messiah. That Isaiah 9 v2-7 texts talks about what this ‘Messiah’ would be like. Pupils know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument		
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Geography 	Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - <i>Portsmouth</i> - <i>East Grinstead</i> Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - <i>Revisit counties and cities from Year 3</i> - <i>Revisit topographical features from Year 4</i> - <i>Portsmouth</i> Geographical skills and fieldwork: Use four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. - <i>Revisit from Year 5</i> - <i>Portsmouth</i> Use field work to observe, measure, record and present the human and physical features in the local area using plans and graphs and digital technologies. - <i>Portsmouth</i>	Locational knowledge: Locate the world's countries using maps. - <i>Countries reached by Tudor exploration</i>	Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within South America. - <i>Brazil</i> Locational knowledge Locate the world's countries using maps to focus on South America, concentrating key physical and human characters, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - <i>Revisit from Year 3 and Year 5</i> Human and physical geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. - <i>Brazil</i> - <i>Building on learning from Year 5</i> Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - <i>Brazil</i> Geographical skills and fieldwork: Use atlases, maps, globes and digital computer mapping to locate countries and describe features studied.
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PSHE 	Keeping safe and risks – Safety rules and laws Keeping safe and emergencies – responsibility to be safe First aid training Being Safe- Body safety • Be able to explain that everyone has a right to look after and protect their own body. • Recognise risk and make decisions about personal safety Online and Critical thinking: Validity of information • know who I am sharing information with • be able to spot things that may be false online • explain why information that is online and, in the media, may be inaccurate or untrue • describe how some online information can be opinion but appear to be fact and consider why this may happen Staying safe online – legal use of information • Identify online content and ideas ownership • Know of the rules around using someone else's work or ideas Identity –Media influences: Masculinity and Femininity • Know the media stereotypes gender • Know the difference between sex, gender identity and sexual orientation and these are just on factor of a person's identity • Explain why we should be careful when we hear people say 'us', 'them', 'those type of people' or label groups of people -usually using a term that is demeaning or abusive	Drugs, Alcohol and Tobacco – drugs and usage • To know that medicines are drugs but that not all drugs are medicines • To know that some substances are illegal • To consider the impact of drugs (including medicines) on the lives of some people • Know that some everyday substances contain drugs • Know that some everyday drinks contain caffeine that can alter the way the body works • Be able to make judgements about what they put into their body. • Know the risks associated with smoking • Know there are myths and misconceptions about smoking • Know where smokers can get help to stop smoking • Understand that unwanted influence and pressure may come from friends • Be able to use strategies to maintain personal safety and resist unwanted pressure • Know that actions have consequences for themselves and others Eating Well and Being Active – Habits and choices • Describe the potential short-term and long-term consequences that people's choices can have on maintaining good health • Understand the way food labelling and advertising influence us • Describe the influence of media advertising/celebrity culture on health and lifestyle choices Relationships – Pressure and uncertain feelings • Consider how feelings can exist that seek acceptance or approval from peers • Understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous or that feels wrong) • Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that doesn't feel right Identify when they might need to ask for help and who they can ask	Emotional Resilience -Changes (inc Puberty) – • Know about the changes that happen in life and the feelings associated with this • Recognise that change may bring a variety of feelings • Identify the importance of treasuring and sharing memories • Identify practical strategies to help manage times of change and transition Transition – understanding change • Be able to learn from previous experiences of change • Demonstrate strategies to manage feelings that might be experienced when changing school • Understand how feelings may change when we move from one school to another • Know that many children have mixed feelings about going to secondary school • Identify and describe how people might feel and behave when they go to a new school • Be able to identify and describe feelings associated with leaving a school and how this might affect the way we behave. Family and Friendship, Relationships –Changes in Relationships (when relationships go wrong) • How do I cope when relationships go wrong (Friendships evolving covered during transition unit) • Know the importance of maintaining friendships outside of relationships • To feel empowered to end relationships when they become unhealthy
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Music 	Charanga Music Programme: Autumn 1: Music and technology Autumn 2: Developing Ensemble Skills Percussion Instruments Using Glockenspiels	Charanga Music Programme: Spring 1: Creative Composition Spring 2: Musical Styles Connect Us Percussion Instruments Using Glockenspiels	Charanga Music Programme: Summer 1: Improvising with Confidence Summer 2: Farewell Tour Percussion Instruments Using Glockenspiels *LEAVERS PERFORMANCE SUMMER 2*
Art 	Artist and Designer: John Thompson- Nyman's artist. Mike Godwin – comparing 2D styles Cathy Miles / Kendra Haste – 3D artists Media: Sketching pencil and watercolour – for initial ideas Printing Wire sculpture Sketchbooks - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from periods in history - Discuss their own and others' work expressing their thoughts and feelings - Plan and develop their ideas - Creating their own pieces inspired by artists and architects - Develop their own style - Annotating ideas for improving their work and record why	Artist and Designer: Hans Holbein – Tudor self portraits Media: Pencil – sketching techniques and work on proportion Photography- Holbein portraits. Sketchbooks - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from periods in history - Discuss their own and others' work expressing their thoughts and feelings - Plan and develop their ideas - Creating their own pieces inspired by artists and architects - Develop their own style - Annotating ideas for improving their work and record why	Artist and Designer: Pablo Picasso – mixed media art, cubist approach Media: Collage Wax resist Oil pastel Paint Sketchbooks - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from periods in history - Discuss their own and others' work expressing their thoughts and feelings - Plan and develop their ideas - Creating their own pieces inspired by artists and architects - Develop their own style - Annotating ideas for improving their work and record why

Design Technology 	Electrical Systems Knowledge - To understand and use electrical systems in their products linked to science coverage. - To know and use technical vocabulary relevant to the project <i>Project: To design, make and evaluate a light to use in Narnia</i>	Cooking and Nutrition Knowledge - To know how to use utensils and equipment including heat sources to prepare and cook food. - To understand about seasonality in relation to food products and the source of different food products. - To know and use relevant technical and sensory vocabulary <i>Project: To design, make and evaluate a healthy meal for Henry VIII</i>	Structures Knowledge - To understand how to strengthen, stiffen and reinforce 3-D frameworks. - To know and use technical vocabulary relevant to the project. - To cost up materials and plan to a budget <i>Project: To design, make and evaluate a bridge to carry a weigh to cross the river.</i>
PE   	Real PE Unit 1 Personal Coordination – Ball Skills Agility React/Response Real PE Unit 2 Social Static balance seated Static balance Floor work OAA – PGL residential Take part in outdoor and adventurous activity challenges both individually and within a team. Abseiling, tunnels, giant swing Invasion games (netball)	Real PE Unit 3 Cognitive Dynamic balance Counter balance in pairs Gymnastics Apparatus & partner work Real PE Unit 4 Creative One Leg Standing Dynamic Balance to Agility - Net / wall games (tennis) - Invasion games (basketball)	Real PE Unit 5 Applying Physical Static Balance – Small Base Coordination Floor movement Patterns Real PE Unit 6 Health and Fitness Agility – ball chasing Coordination with equipment - Athletics - Striking and fielding (rounders) - Sports Day

French 	<u>A L'Ecole (at school)</u> • Revise the numbers • Introduce vocabulary for ten school subjects • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school. <u>Les Verbes Réguliers</u> <u>(Regular verbs)</u> • Revise the days of the week • Revise French pronouns • Learn regular verbs ending in er • Learn regular verbs ending in ir • Learn regular verbs ending in re • Learn about Christmas in France	<u>La Maison Tudor (the Tudors)</u> • Simple maths calculations in French • Sit and listen attentively to Tudor history for as long as they can, concentrating on the facts told to them in French, learning how to decode longer spoken and written French that is harder and unknown to them. • Learn at least three adjectives in French. • Tell somebody in French at least two key facts of Tudor history <u>Manger et Boucher (Healthy lifestyle)</u> • Learn about Bastille Day • Introduce healthy and unhealthy foods and drinks • Revise “some” in French • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.	<u>Les Verbes Irréguliers</u> <u>(Irregular verbs)</u> • Revise phonics • Revise French pronouns • Aller (to go) • Avoir (to have) • Être (to be) • Faire (to do) <u>Le Week-end (The Weekend)</u> • Revise the days of the week • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.
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