Tewkesbury C of E Primary School
Year 6
Curriculum Overview

Art & Design

- Who was Walt Disney?
- What is animation and how is it achieved?
- What art, design and techniques are used in digital animation?
- What is digital art and how is it used today?

Computing

- What are algorithms?
- What processes are involved in producing digital games?
- How can a variety of software assist with achieving goals and presenting finished products?

Design & Technology

- What make children's games effective?
- How can free-standing structures be strengthened and reinforced?
- How can different materials be joined?

English

- James Cameron's Avatar (2001): diary entry descriptive writing (narrative) persuasive letter
- Balanced arguments
- Narrative – Portal Stories

Maths

- Measurement
- Percentages
- Area, Perimeter & Volume
- Geometry (Shape, Position & Direction)

Music

- What effect does music have in film?
- How can music influence the emotions of a listener?

Lights! Camera! Action!

Spring Term

Values: Respect & Forgiveness

History

- How has communication changed over time?
- Who has been influential in the development of communication?

Languages

- Classroom instructions
- About the house
- Leisure and holidays

Physical Education

- Invasion games
- Tennis

Science

<u>Electricity</u>

- How does electricity affect the function of components in a circuit?

Religious Education

- Creation and Science: Conflicting or complimentary?
- Why do Hindus want to be good?

Enriching Experiences

- Animation Nation Workshop
- Producing & directing a music video

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Theme	Friend or Foe?	Lights! Camera! Action!	Ages Ago
Subject	Autumn Term	Spring Term	Summer Term
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 **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	**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 & 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

ART & DESIGN	Create sketchbooks to record the observations and use them to review and revisit ideas Improve their mastery of techniques including drawing, painting and sculpture with materials	Create sketchbooks to record the observations and use them to review and revisit ideas Study great artists, architects and designers in history	Create sketchbooks to record the observations and use them to review and revisit ideas Improve their mastery of techniques including drawing, painting and sculpture with materials
COMPUTING	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
DESIGN & TECHNOLOGY	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

		Investigate and analyse a range of existing products Evaluate their ideas and products against design criteria and consider the views of others to improve work Understand how key events and individuals in design and technology have helped shape the world Apply understanding of how to strengthen, stiffen and reinforce more complex structures	
GEOGRAPHY	Use maps, atlases, globes and digital/computer mapping to locate and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world Locate world's countries using maps to focus on Europe (including location of Russian), concentrating on major cities Name and locate countries and cities of the UK 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) Describe and understand key aspects of human geography, including: types of settlement and land use and economic activity		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 Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies
HISTORY	A study of an aspect in British history that extends pupils chronological knowledge beyond 1066 through studying a significant turning point in British history	A study of an aspect in British history that extends pupils chronological knowledge beyond 1066 through studying changes in an aspect of social history	Changes in Britain from the Stone Age to the Iron Age

LANGUAGES	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing		
MUSIC	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music		
PE	Invasion Games use running, jumping, throwing and catching in isolation and in combination	Invasion Games use running, jumping, throwing and catching in isolation and in combination Tennis	Athletics use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance

	play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Gymnastics develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	compare their performances with previous ones and demonstrate improvement to achieve their personal best Rounders use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
RE	Why do some people believe in God and some do not? For Christians, what kind of king was Jesus?	Creation and science: conflicting or complementary? Why do Hindus want to be good?	How does faith help people when life gets hard? What do Christians believe Jesus did to 'save' people?