



## Year 6 Curriculum

2023-2024

*Caring, Learning, Growing.*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Science</b>	<b>Living things and their habitats</b>	<b>Evolution and inheritance</b>	<b>Animals including humans</b>	<b>Light</b>	<b>Electricity</b>	<b>Transition</b>
<b>History</b>	<b>Study the impact of World War 2 on Britain</b> (Cross-curricular map work with Geography.)		<b>Ancient Greece</b> Greek life, achievements and influence on the Western World. (Cross-curricular map work with Geography.)			
<b>Geography</b>	<b>Fieldwork</b> How land use has changed over time? How it will change in the future?				<b>Climate Change</b>	
<b>RE</b>	<b>What does it mean to be a Jewish person in Britain today?</b>	<b>What difference does it make to believe in Ahimsa, Grace and Ummah?</b>		<b>How do the events of Easter and Pentecost impact on Christians today?</b>	<b>What is the best way for a Jew to show commitment to God?</b>	<b>How are sacred teachings and stories interpreted by Jews today?</b>
<b>PE</b>	Small Sided Games <b>Handball</b>  Outdoor and Adventurous <b>Problem Solving</b>	Small Sided Games <b>Football</b>  <b>Dance</b>	Small Sided Games <b>Football</b>  <b>Gymnastics</b>	Small Sided Games <b>Netball</b>  <b>Gymnastics</b>	Small Sided Games <b>Strike and Field</b>  <b>Consolidation/Pupil choice</b>	Small Sided Games <b>Strike and Field</b>  <b>Consolidation/Pupil choice</b>
<b>Art</b>	Drawing skills  <b>Perspective</b>		Painting  <b>Landscapes</b>		<i>Printing</i>  <b>symmetrical block and relief printing with overlap</b>	

<b>Design technology</b>			Cooking and Nutrition <b>Burgers</b>			<b>Programming, Monitoring and Control in DT</b>	<i>Structures and Control</i> <b>Fairground</b>
<b>PSHE</b>	<b>Being Me in My World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	<b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	<b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	<b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use		<b>Changing Me</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Computing</b>	<b>Creating Formula in Excel</b> Pupils will learn how to organise data and make calculations using the application Microsoft Excel.		<b>Using Variables</b> Pupils will learn what variables are and how to use them when programming, using the application Scratch 3.0.	<b>Program for an Audience</b> Pupils will create an animation using the application Scratch 3.0.	<b>Plan and Compose Music</b> Pupils will learn how to compose music and learn how to record and edit a simple podcast. <i>Digital Literacy:</i> Pupils learn	<b>How Data is Stored</b> Pupils will learn and explore how data is transferred and received.	<b>HTML</b> Pupils will learn how to use HTML coding to program a webpage  <i>Digital Literacy:</i> Pupils learn about fake news and how it can be used as click bait.

				<i>about copywriting and using someone else's work responsibly.</i>		
<b>Spanish</b>	<p>Family members</p> <p>Jobs</p> <p>Further feelings</p> <p>At the doctors</p>	<p>Time</p> <p>School routine/subjects</p> <p>Christmas – cultural aspects</p>	<p>Places in town - describing locality</p> <p>Directions</p>	<p>Story-based: describing characters and events, eliciting information from longer text.</p>	<p>Food and drink (understanding prices – euros)</p>	<p>Food (understanding prices and calculating change – euros)</p> <p>Dialogue in café</p> <p>Completion of written transition booklet for transfer to secondary school</p>
<b>Music</b>	<p><b>Autumn Term</b></p> <p><b>Hey Mr Miller</b> Listen to historical recordings of big band swing</p> <p><b>Shadows</b> Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Autumn 2 -<b>Touch the sky</b> Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song Touch the sky</p> <p><b>Composing for protest</b> Create fragments of songs that can develop into fully fledged songs.</p>		<p><b>Spring Term</b></p> <p><b>Dona nobis pacem</b> Listen to and identify music with a polyphonic texture</p> <p><b>You to me are everything</b> Play drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p><b>Twinkle Variations</b> Use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation.</p>		<p><b>Summer Term</b></p> <p><b>Ame sau vala tara bal</b> Pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical</p> <p><b>Race</b> create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat.</p> <p><b>Exploring Identity through Song</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p>	