

## Year 6 Curriculum Overview

Year 6	Brave New World (Exploration)	Movers and shakers (Leadership)	Creating a community (Diversity)	Game changers and change makers (Innovation)	Earth Matters (Environment)	Astonishing Achievements (Creativity)
<b>Curriculum Books</b>	<p>The Final Year – Matt Goodfellow</p> <p>The Explorer – Katherine Rundell</p> <p>Great People Who Reach for the Stars- Kat Williams</p> <p>Poetry – The Works Carol Ann Duffy</p>	<p>The Arrival Shaun Tan</p> <p>Atlas of Imagined Islands – Hugh Lewis –Jones</p> <p>Skellig – David Almond</p> <p>The Explorer</p> <p>Kensuke's Kingdom- Michael Morpurgo</p> <p>Poetry – The Works Carol Ann Duffy</p>	<p>What Mr Darwin saw On the origin of the species</p> <p>Poetry – The Works Carol Ann Duffy</p>	<p>The Hobbit</p> <p>Poetry – The Works Carol Ann Duffy</p>	<p>Rose Blanche</p> <p>Poetry – The Works Carol Ann Duffy</p>	<p>Holes by Louis Sachar</p> <p>Poetry – The Works Carol Ann Duffy</p>
<b>Science</b>	<p><b>Animals including humans</b></p> <p>Circulatory system</p>	<p><b>Animals including humans</b></p> <p><b>Continuation</b></p> <p>Investigation</p> <p>Circulatory system</p>	<p><b>Evolution and Inheritance</b></p> <p>Adaptation</p> <p>Charles Darwin</p>	<p><b>Electricity</b></p> <p>Circuits</p>	<p><b>Living things and their habitats</b></p> <p>Classification</p>	<p><b>Light</b></p> <p>Light travel</p>
<b>History</b>	<p><b>Maya Civilization</b></p> <p>Who and when were the Maya?</p> <p>What did the Maya believe in (creation story)</p> <p>What did the Maya believe (Gods/religion)</p> <p>Maya priests and temples</p>		<p><b>Local History</b></p> <p>English Civil War in Newbury</p> <p>Chamberlain’s speech announcing the war.</p>		<p><b>WW2</b></p> <p>Evacuation</p> <p>Links to Newbury Greenham</p>	
<b>Geography</b>		<p><b>Trade and Economics</b></p> <p>Biomes, land use</p>		<p><b>Local Fieldwork</b></p> <p>Local changes over time</p>		<p><b>Mountains</b></p> <p>Locational knowledge locate the world’s mountains.</p>

## Year 6 Curriculum Overview

		Understand how food production is influenced by climate and biomes				
<b>RE</b>	Islam – Beliefs and practises	Christianity – Beliefs and practises	Islam – Beliefs and practises	Christianity – Beliefs and practises	Islam – Beliefs and practises	Christianity – Beliefs and practises
<b>Art</b>	<p>Mayan Masks SCULPTURE Relief, mediums</p> <p><b>Drawing</b> To know that lines can be used to depict movement and shadow.</p> <p><b>Sculpture</b> Carry on securing work to continue at a later date.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>	<p>Proportion and scale Tints and shades</p> <p><b>Printing</b> Demonstrate experience in a range of printmaking techniques. Describe the techniques and processes they use. Overprint using different colours. Be confident in printing onto a range of different materials. Collect and record visual information from different sources as well as planning and collecting source materials</p>	<p><b>Drawing:</b> Ensure sketches communicate emotions and a sense of self with accuracy and imagination. Have opportunities to develop further simple perspective e.g. movement and shadow. Develop an awareness of composition, scale and proportion. Annotate/explain why they have combined different tools to create their drawings. Can consciously select the most appropriate media and technique for the task.</p>	<p><b>Drawing</b> – Hobbit link – inference</p> <p>Draw for a sustained period of time over a number of sessions working on one piece. To develop their artistic style through the careful selection of media and techniques. Can use focal points to catch the viewers’ attention.</p>	<p>Medium study of Mount Fuji inspired by Hokusai</p> <p><b>Painting</b> Purposely control the types of marks made. Experiment with different effects and textures. Mix colour, tints and shades with confidence, building on previous knowledge. Work in a sustained and independent way to develop their own style of painting. Choose appropriate paint, paper and implements to adapt and extend their work. Explain why they have chosen specific painting techniques.</p>	<p><b>Collage</b> Use a range of materials and justify why they have chosen them. Combine pattern, tone and shape to create a finished piece. Use different techniques, colours and textures when designing and planning work. Use collage as a means of extending work from initial ideas.</p>
<b>PE</b>	Multiskills Sports leader: Football netball and rugby	Hockey Sports leader: Football netball and rugby	Fitness: Sports leader:	OOA Sports leader:	Cricket / Rounders Sports leader:	Athletics Sports leader:
<b>DT</b>		Gears and pulleys		Complex switches - Steady Hand Game Construction	Combining fabric – WW2 Textiles Project	Food Tech – seasonality

## Year 6 Curriculum Overview

<b>PHSE</b>	Attraction to others; romantic relationships; civil partnership and marriage <a href="#">Distractions and attractions</a>	Recognising and managing pressure; consent in different situations <a href="#">Anna from Norway</a>	Expressing opinions and respecting other points of view, including discussing topical issues <a href="#">Intercultural understanding</a>	Valuing diversity; challenging discrimination and stereotypes <a href="#">Representation matters</a>	Evaluating media sources; sharing things online <a href="#">Social media for positive change</a> <a href="#">Stay safe online</a>	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online  <a href="#">Loss, bereavement and change</a>  <a href="#">Wellbeing and loneliness</a>	Human reproduction and birth; increasing independence; managing transition  <a href="#">Transition sequence</a>	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
<b>Music</b>	Charanga- Happy	Charanga – Classroom Jazz 2	Charanga – A New Year Carol	Charanga – You’ve got a friend	Charanga- Music and Me	Charanga – Reflect, rewind and replay			
<b>Computer Science</b>	Information Technology	Digital Literacy E-SAFETY	Computing science - theory	Programming	Programming	Digital Literacy E-SAFETY			
<b>Enrichment</b>	Little Canada	Cinema	Oxford Natural History Museum		Visit from Greenham Common Manager				