ST. DUNSTAN'S

Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning Question/ Title	The world around us		The war for a child. (History & English)		The dark ages across the world. (History)	On reflection. (RHE & English)
	The classroom (English and RHE)	The extraordinary world (Geography & English)				
Overarching Theme	**Love, Faith and Excellence- Who am I and who might I become?**					
	Love The importance of friendship, respect and trust. Human rights		**Excellence** Aspiration, High expectations, striving for a better world.		**Faith** Responsibility and service	
St. Dunstan's Curriculum Drivers	***Serving our community*** Democracy, citizenship and human rights. Contributing to school and parish community. ***Learning positively*** Sharing gifts with others. Understand their own learning behaviours to help become more independent.	***Serving our community*** Groups that support people in crisis. Link to natural disaster. (equality and human rights) **Charity and fundraising** Awareness of the different charities.	***Learning positively*** *Responsibility of Year 6* *Applying positive learning attitudes*		***Healthy Lifestyles*** Healthy diet, physical activity. Importance of positive and healthy well-being. ***Equality and Diversity*** The different cultures, religions of people of the World **Charity and fundraising** ***Environmental responsibility*** Farm to fork- seasonality.	***Learning positively*** Independence and responsibility. Sharing unique gifts with others. Transition to Secondary.

Outcome of learning					Enterprise Project	Memory Bag
Engagement with parents or community	House Captain's selected for school	Advent Service	Partners in Learning 'Art Focus'			Open Evening Leavers' Assembly
Enrichment	Residential to PGL - Osmington Bay		WW2 Experience Day - spend a day back in the 1940s	Henley Fort Visit		Bikeability
Themed Weeks	Fairtrade Fortnight	Remembrance Day Anti-Bullying Week	Creative Arts Term Safer Internet Day	World Book Day Maths and Enterprise Week	St. Dunstan's Day	Sports Afternoon
English- **Grammar**	Revision of all word classes and sentence types. The basic parts of sentence: phrase, clause, noun, verb, adjective, adverb, pronoun, subject verb agreement. The end of sentence punctuation. The structure of a sentence and paragraph.	Colon, rules on bullet points, Revision of parenthesis.	Subordination and intra-sentence punctuation. Develop use of commas, semi-colons, dashes.	Active and passive verb forms. Speech punctuation, direct and reported speech.	Use a range of complex sentence structures.	Revision of Key Stage Two grammatical concepts.
English-Reading **(Core Texts)**	Poetry: Jabberwocky Lewis Carrol	Survivors David Long	Rose Blanche by Christophe Gallaz	Scripture passages: The Passion	Hamlet (child friendly) Research:	Research: Non- fiction texts on the body with focus

	The Island by Armin Greder		Carrie's War Nina Bawden		Non-fiction texts on Ancient Islamic civilisations	on the circulatory system.
English - Writing	Write a setting description based on The Island. Write a narrative based on the Jabberwocky.	Write a true-life narrative. Write a non-chronological report about mountains.	Write an emotive letter as an evacuee. Write a descriptive narrative exploring tone.	Write a newspaper recount for the Blitz. Write in role as a Home Front Guard based on 'lived' experience. Write a narrative to describe The Passion.	Write a persuasive letter based on Hamlet's Soliloquy. Write a recount in role as Hamlet's Night Watchman.	Write a persuasive argument for a public speaking competition. Write a non-chronological report on the circulatory system. Write an informal comic strip about the circulatory system.
Maths	**Number**: Place value- read, write, order and compare numbers up to 10 000 000. Use negative numbers in context, and calculate intervals across 0. Calculations- Solve addition and subtraction multi-step problems, deciding which operations and methods to use, use estimation to check answers. Prime numbers. Multiply up to four digits by a 2-digit whole numbers using long multiplication. Multiply 1-digit numbers with up to two decimal places by whole numbers. Common factors and multiples. Square and cube numbers. Division: Short division. Use long division to divide numbers up to four digits by a 2-digit and interpret remainders as whole number.		**Number**: Fractions- use factors to simplify fractions; use common multiples to express fractions in same denominator. Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers. Multiply simple pairs of proper fractions. **Geometry:**	**Number**: Fraction and Decimals- Divide proper fractions by whole numbers. Decimals-multiply 1-digit numbers with up to two decimal places by whole numbers. Use equivalences between simple fractions, decimals and percentages. **Geometry:** Name parts of circles, (radius, diameter and circumference).	**Number**: Ratio-language and symbol. Ratio and fractions. Using scale factors. Ratio and proportion. Solve ratio problems. Algebra-1 and 2 step function machines, form an expression, make substitutions and use formulae. Form equations and solve 1 and 2 step equations. Find pairs of values.	**Number**: Find pairs for numbers that satisfy an equation with 2 unknowns. **Statistics:** Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.

	Order of operations. **Measurement:** Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Use, read, write and calculate with units of measure and convert between units of measure using decimal notation.		Draw 2-D shapes, recognise, describe and build simple 3-D shapes, compare and classify geometric shapes and find unknown angles in any triangles, quadrilaterals, and regular polygons	Recognise angles and find missing angles. Describe positions using co-ordinates on all four quadrants. Draw and translate simple shapes and reflect them in the axes.		
RE	**Creation and Covenant** Genesis- a literary account to express the beliefs about God, the world and human beings. Laudato' Si- our stewardship of the World. The sins of Adam and Eve and how in Jesus is a new covenant was made.		**Galilee to Jerusalem** The gospel of St John reveals Jesus as the Messiah through seven signs and reveals the seven 'I am' statements indicating his divinity and humanity. Links are made to the seven sacraments and how these sacraments are 'meeting points where God himself is present'		**To the ends of the Earth** St John's account of the Resurrection alludes back to the creation narrative and shows that in Jesus the relationship with God is restored.	
	Prophecy and Promise Old Testament passages show the importance of women in salvation history. Mary is the fulfilment of the Old Testament promises when she became the 'Mother of God' through her 'Yes' to God's plan. The Magnificat is the song of the Mother of God and the song of the Church.		**Desert to Garden** As the Church moves through the season of Lent, pupils will look at the rich symbolism of St John's account of the end of Jesus' earthly life. St John's gospel looks to bring out the significance of all that Jesus did in light of his resurrection.		**Dialogue and Encounter** The Church is called to 'enter dialogue with the world in which it lives. An understanding of worldview and 'the common good' is developed. Links and simple connections are recognised between some Dharmic beliefs.	
Science	**Classification** Look at observable characteristics in plants and animals and use them to categorise and sub-categorise using keys.	**Adaptation** Understand how plants and animals adapt to their environment and habitat over time	**Evolution** Build upon understanding of adaptation to understand the basics of Darwin's theory of natural selection and survival of the fittest.	**Electricity** Associate the brightness of a lamp or volume of buzzer with number and voltage of cells in a circuit.	**Body systems and how they work: circulation** Understand the human circulatory system and the function of heart, lungs and blood within it.	**Healthy Living** Work on a personal project to show understanding of the importance of exercise, diet and other factors of lifestyle on general health. **Light**

						Recognise that light appears to travel in straight lines and explain how we see things due to the way light travels.
Digital Literacy & Information Technology Use technology safely and respectfully and use Google apps to present information, enter and manipulate data	**Google Classroom** Orientation and procedures for learning at home.	**Google Sheets to produce graphs** Develop the children's skills of using Google Sheets to enter and present data for analysis. Children will continue to develop their safe and respectful use of the internet, including beginning to apply filters to online search engines for more efficient searches. **Advanced Google Search** Continue to develop Google search skills applying filters to get most relevant results. Use advanced Google searches to help select most relevant information in your search. Understand that search results are ranked and identify which is the most appropriate for your search. Discuss the benefits of computer networks whilst identifying how we can stay safe online when using them.				
Computer Science Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.					**Embedding Programming - Lego Mindstorm** Working together in small groups, the children will draw upon their communication, collaboration and team-building skills to construct their own Lego models and bring them to life using robotics programming. They will use their programming skills to control models and characters. Children will test and debug independently.	
Online Safety To empower pupils to think critically, behave safely, and participate responsibly in our digital world.	**Privacy & Security** Learn how to manage and keep passwords safe. Know that online services will have terms and conditions and understand how to identify illegal content.	**Online Bullying** Develop an awareness of how to report online bullying.	**Self-image** Critically evaluate online content and know how to seek support as required. **Online Reputation** Learn about how their 'digital personality' and online reputation can be positively	**Online Relationships** Describe and understanding the consequence of sharing information, including inappropriate images.	**Health, Wellbeing & Lifestyle** Describe ways technology can positively and negatively affect wellbeing and know strategies to limit the impact on health.	**Managing online information and copyright** Learn how information shared online is not always true or unbiased, including news. Sharing the same opinions or beliefs online do not

	Understand APPs have privacy settings and the importance of updating these. Google classroom etiquette.		developed and protected.			make those opinions or beliefs true. Through project work, the use of search tools and importance of sources will be discussed.
History			**How did the war affect the people of Surrey?** The war in Woking from the perspective of the child and women. Using sources of evidence children will build a valid picture of this significant time period in our locality. They will know children were evacuated during, women worked in local factories and on the land. They will learn about life on the Home Front from a visit to Henly Fort. Evacuee day: Look at the social history of the time by comparing and contrasting our modern-day homes and lives to that of the 1940's. The impact of the war on Britain- children will know that Britain needed to be re-built and that the NHS was created so people from the Caribbean were invited to work in the UK.		**How did ancient civilisations impact the modern world?** Use a timeline to plot events and determine when and why the Golden Age/Dark Ages originated. Research the areas of our society that have been impacted by the developments made in Baghdad and the continued impact this has had on our modern civilisation.	Links to RE: Visit to the mosque to develop understanding and impact of the 6 pillars of Islam

Geography	**Mountains, volcanoes and earthquakes.** Mapping skills – using ordnance survey maps to determine key physical features. Read contour lines, use four and six figure grid references to locate features. Identify different types of settlement. Difference- the formation of mountains and the causes of volcanoes and earthquakes. Locations of volcanoes and earthquakes. Use case study of a volcanic eruption to understand the impact on people.					Use of mapping skills to develop a walking route to Peace Garden.
Art	**What makes the work of Roerich different?** Mountains- look at various landscapes of mountains and then compare this to the work of Roerich. To work on the skill of sketching with both pencil and charcoal to create a landscape in the style of Roerich. Progress to using watercolour to add tone and depth.		**Creative Arts Term** Exploring the technique of monoprinting and refining the process to create effective prints. Focus on how we can experiment like an artist. Link to the work of Zentangle artists to create detailed patterns and combine this with printmaking.		**Still Life** Line and shade. Using objects to see light and shade in the image, develop proportion and explore how to draw still life objects with pencil or charcoal.	
DT			**Cooking and Nutrition- Healthy diet.** Recreate traditional British recipes using rations from WW2. Investigate how diets have changed over the years.		**How can we eat better?** Explore what constitutes a healthy, balanced diet.	**Memory bags** – Generate ideas and create step by step plans that include use of seams, fastenings and finishing embellishments. Create the design. Evaluate against original plan using own others.
PE	**Sports hall Athletics** Develop sprinting technique, using the wall to help push	**Gym / Netball / Rugby** **Outdoor Adventure Activities**	**Hockey** Receive and trap the ball with good control. Move into space to support a	**Lacrosse** Gain confidence in catching, throwing and groundballs.	**Athletics** Run individually and as a team using racing starts and thinking if race pace.	**Athletics** Throwing overarm for distance, thinking position, stance and release point.

	away. Develop changeovers in a relay. Sequence standing triple jump with effective technique to jump for distance. Use the weighted balls to develop throwing strength over a greater distance. **Gym** Perform counter tensions and counterbalances. Use flight from hands to travel over apparatus. Link partner balances into sequences. Use music and timing to create sequences. **Netball** Use a variety of passes in a game situation. Work on defending and blocking shots. Trying to gain control of a rebound. **Touch Rugby** Develop attacking principle, knowing when to pass and when to run. Draw a	Begin to plan self-drawn routes for self and others to use. Navigate longer courses given, thinking of best routes to take to limit time and ground covered. Develop critical thinking. Use co-operation and teamwork skills. **Cross country**	teammate. Use space effectively in game situations. Apply attacking and defending principles in games. **Archery** Hold the bow in a safe way, fire the arrows with control and accuracy. Hit targets on a regular basis. Challenge self to hit targets further away and smaller. **Badminton** Think about positioning on the court and demonstrate good footwork to cover the space.	Employ skills whilst moving in a small game situation. Understand the role of defenders and attackers. **Cricket (Chance to shine)** Develop underarm and overarm bowling techniques. Develop a variety of fielding techniques and use them within a game situation Develop batting for accuracy and directional batting. **Dance** Copy and repeat a set dance phrase showing control in movements. Work collaboratively to explore and develop dance ideas. Use canon and unison to improve the impact of a dance.	**Rounders** Develop long and short barriers. Learn how to stump a batter out. Develop a variety of fielding techniques and apply them in a game situation. Work as team to win a game of **Tennis** Demonstrate good shot choices and techniques in a game situation. **Swimming** Sink, push off on side from the wall, glide, kick and rotate into backstroke. Sink, push off on side from the wall, glide, kick and rotate into front crawl.	Standing long and triple jumping with smooth, controlled, flowing technique. **Ultimate Frisbee** Execute back and fore hand throws with control and accuracy. Catch the frisbee with the 'pancake' or 'two handed' catch. Work as a team and communicate together to succeed in a match situation. **Swimming** Swim for 25 metres unaided. Swim 10 metres wearing clothes

	defence out and pass with effect. Use the backward pass and offside rules. Work as a defending unit. Lose a defender.					
French	**Key Vocabulary:** Colours He is and she is It is and it is not Questions **Grammar:** Negative sentences (ne … pas) Elision (Omission of sounds) Liaison (Pronouncing mute consonants) **Songs:** De quelle couleur est-ce? Une souris verte		**Key Vocabulary:** You (informal and formal) What is it? It is a… Animals **Grammar:** Gender of nouns Position of colour adjectives Agreement of adjectives in singular **Stories:** Va t'en grand monstre vert **Songs:** Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon		**Key Vocabulary:** Little, big, quite, very I am… / I am not…/ You are .. What is there? There is… / there are… In the …. there is … 'The' and 'my' (masculine, feminine and plural) **Grammar:** 1st/2nd/3rd person singular and 3rd person plural – être Plural nouns Position of adjectives of size Agreement of adjectives in singular and plural Possessive adjective Definite article **Rhymes and Songs:** Des amies sages Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem	
RHE	**Human Rights** The reason for rules and laws. Human rights and children's rights. Take part in making and changing rules;	**Anti-Social Behaviour** Realise the nature and consequences of anti-social, aggressive and harmful behaviours.	**How can we manage risks?** Recognise, assess and react to risks from a variety of sources including online. (Individual Liberty)	**Fair trade** Trade and food disparities across the world. Fairness and responsibility. (Mutual Respect)	**Staying Healthy and Happy and Healthy Relationships** Make informed choices and understand the concept of 'balanced lifestyle'; Know which, why and how, commonly available substances and drugs can damage their health and safety.	

	Understand there are basic human rights shared by all people and societies; children have special rights; Know that universal rights are to protect everyone; Understand the right to protect their body from inappropriate and unwanted contact. (Rule of Law, Mutual Respect, Democracy) **Independence and Responsibility** Concept of 'keeping something confidential or secret': when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. **Leading Learners** Reflect and celebrate achievements and identify strengths, areas of improvement to set high goals/ aspirations.	Understand and recognise forms of bullying and discrimination of individuals and communities. Know their actions affect themselves and others; Find strategies for getting support for themselves. (Mutual Respect) *Anti-Bullying*	*Safer Internet Day*	**How can we stay healthy?** How to build and sustain physical and mental health and what can damage this. People who are responsible for helping them stay healthy and safe and how they can help these people to keep them healthy and safe; Learn strategies for keeping physically and emotionally safe including safety in the environment (Junior Citizen). (Individual Liberty)	Know that some drugs are restricted and some are illegal to own, use and give to others. (Individual Liberty) *Feeling Good* **First Aid** *Basic emergency aid procedures at school and other contexts and how to get help.* RSE: Understanding of how relationships develop. The different types of loving relationships that exist between people as we grow older. Explore what makes a healthy, caring relationship- including marriage. Human reproduction- Explain how human life is conceived. Understand how a child grows within the mother's womb. Identify the organs and reproductive systems of male and female humans. **Independence and Responsibility** Learn about change, including transition to Secondary School and recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. (Individual Liberty, Mutual Respect)

	Listen and respond respectfully to range of people. *Road Safety*					
Music	**Happy by Pharrell Williams** Listen and appraise the song 'Happy' and other songs about being happy -use vocal and instrumental skills to match pitch and tone -use untuned instruments to mark pulse, beat, tempo, and rhythm	**Advent Preparation** Ongoing skills: Pitch and control of dynamics when singing.	**World War 2** Listen and appraise songs from the World War 2 era and the impact of music during this time. Singing: develop pitch and control of dynamics. Learn to harmonise and notate different pitches within octaves.			**Reflect, Rewind and Replay** Reflect on learning from the year to support performance for Leaver's Assembly.