



# Year 6 Curriculum Overview 2023-24

## Autumn 2<sup>nd</sup> Half Term

|                        | 06.11.23  | 13.11.23   | 20.11.23  | 27.11.23   | 04.12.23  | 11.12.23  | 18.12.23                              |
|------------------------|---|--|---|--|---|---|---------------------------------------|
| <b>Key Events</b>      | <b>Remembrance</b>  |  |   |  | <b>Christmas Carol at the Dukes</b>   |   | <b>KS2 Christmas Carols at Church</b> |
| <b>Focus weeks</b>     | <b>History</b>  |  | <b>PSHE</b>   |  |   | <b>English</b>  | <b>Music</b>                          |
| <b>Room of Wonders</b> | <b>Gun Powder Plot Revealed</b>   |  |   |  | <b>A Christmas Carol</b><br>Create a persuasive argument/letter to Ebenezer.  |   |                                       |
| <b>English</b>         | <b>"Guy Fawkes"</b>   | <b>We are all born free</b><br>Human Rights                        |   |  |   | <b>"A Christmas Carol"</b><br>Charles Dickens   |                                       |
| <b>Maths</b>           | <b>Multiplication</b>   |  | <b>Division</b>   |  |   | <b>Position and Direction</b>   |                                       |
| <b>RE</b>              | <b>How do Christians prepare for Christmas?</b><br>What is Advent?      | <b>How do Christians prepare for Christmas?</b><br>When is Advent? | <b>How do Christians prepare for Christmas?</b><br>Why is Advent a time of preparation? | <b>How do Christians prepare for Christmas?</b><br>What is being prepared for during Advent? | <b>How do Christians prepare for Christmas?</b><br>What has this unit taught you about what it means to be a Christian? | <b>How do Christians prepare for Christmas?</b><br>What has this unit taught you about Christian beliefs? |                                       |
| <b>PSHE</b>            | <b>Family and friendships</b><br><b>Respecting ourselves and others</b> |  |   |  |   |   |                                       |



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|                         |   |  |   |  |  |   |
|-------------------------|---|--|---|--|--|---|
| <b>Science</b>          | <p><b>Light</b><br/>What is a shadow?</p> <p>How does light travel?</p>                     | <p><b>Light</b><br/>How does the position of a light source affect the size of a shadow?</p>                 | <p><b>Light</b><br/>How and why do we see the objects?<br/>Including the moon</p> | <p><b>Light</b><br/>Do some objects reflect more light than others?<br/>Can you think of anything you might have used or seen that uses angled mirrors to reflect light?</p> | <p><b>Light</b><br/>Can the speed of light change?</p> | <p><b>Light</b><br/>What colour is light?</p>                               |
| <b>Geography</b>        | <p><b>Climate</b><br/>Can you identify the characteristics of each climate zone?</p>        | <p><b>Climate</b><br/>Can you write a weather forecast for a typical day in your choice of climate zone?</p> |   |  |  |   |
| <b>History</b>          |   |  |   |  |  |   |
| <b>Art &amp; Design</b> |   |  |   |  |  |   |
| <b>D&amp;T</b>          | <p><b>Textiles</b><br/><b>Focus:</b> Combining different fabric shapes</p>                  |  |   |  |  |   |
| <b>Music</b>            | <p><b>Traditional and modern music – appraise and learn</b><br/>Young Voices 2023 Music</p> |  |   |  |  | <p><b>KS2 Carols around the tree</b><br/>– Year 6 led carols in church.</p> |
| <b>Computing</b>        | <p><b>iNetwork</b></p>  |  |   |  |  |   |



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| MFL       | Where is France?   |   | All about Paris  | On the bridge of Avignon   | French food  |   |
|-----------|--|---|--|--|--|---|
| <b>PE</b> | <p>To demonstrate a part weight bearing balance.</p> <p><b>Problem Solving - To generate ideas and explore different balances with a partner.</b></p>                                | <p>To create a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p><b>Resourcefulness - To make positive suggestions to my partner/group and experiment with adapting the sequence by using different apparatus.</b></p> |  | <p>To create and perform a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p><b>Evaluation - To identify strengths and areas for improvement in a group sequence and provide.</b></p> |  | <p>To create and perform a group sequence using apparatus.</p> <p><b>Evaluation - To recognise ways to improve the group sequence through using the success criteria.</b></p>             |
|           | <p>To demonstrate passing and catching a netball with consistency, accuracy and control.</p> <p><b>Decision Making - To make a definite conclusion of when to pass the ball.</b></p> | <p>To demonstrate a shoulder pass.</p> <p>To shoot a netball with some accuracy.</p> <p><b>Decision Making - To make a definite conclusion of when to pass the ball.</b></p>  | <p>To apply simple tactics when playing a netball type game.</p> <p><b>Decision Making - To make decisions on when to pass the ball in a game situation.</b></p> | <p>To apply simple tactics with and without the ball when playing a netball-type game.</p> <p><b>Evaluation - To identify strengths and areas for improvement when playing a netball-type game.</b></p>              | <p>To apply simple tactics when playing a netball-type game, including defending.</p> <p><b>Evaluation - To evaluate own work and that of others, and suggest ways to improve.</b></p> | <p>To apply simple attacking and defending tactics when playing a netball-type game.</p> <p><b>Evaluation - To evaluate own work and that of others, and suggest ways to improve.</b></p> |