



# Year 6 Curriculum Overview 2023-24

## Autumn 1<sup>st</sup> Half Term

	04.09.23	11.09.22	18.09.22	25.09.22	02.10.22	09.10.22	16.10.22
<b>Key Events</b>					London Trip		
<b>Focus weeks</b>	PSHE				History	Art	Art
<b>Room of Wonders/ Trip/ Visitor</b>	Map of the Island in Kensuke's Kingdom				Artefacts		Portrait Art Exhibition for Parents
<b>English</b>	Kensuke's Kingdom				Holes		
<b>Maths</b>	Place Value		Addition and Subtraction			Fractions	
<b>RE</b>	<b>Life as a Journey</b> Life is a journey. Do you agree? Why?	<b>Life as a Journey</b> In what ways can life be compared to a journey?	<b>Life as a Journey</b> In what ways does having faith give meaning and purpose to the journey of life?	<b>Life as a Journey</b> Is choosing to journey through life as a Christian an easy option? Why? Why not?	<b>Life as a Journey</b> Is every person's journey the same? Why not?	<b>Life as a Journey</b> Why do people go on a pilgrimage?	<b>Life as a Journey</b> Does a pilgrimage have to be to a place of worship?
<b>PSHE</b>	<b>Welcome Back...</b> What about school feels the same and what feels different? How do we feel about being back at school?		<b>Families and Relationships</b> Can you work out the similarities between values and behaviour and how to be a positive role model?	<b>Families and Relationships</b> Can you discuss issues respectfully?	<b>Families and Relationships</b> What are the best ways to listen and respect other points of view?	<b>Families and Relationships</b> How to constructively challenge points of view they disagree with	<b>Families and Relationships</b> Are there different ways to participate effectively in discussions online and manage conflict or Disagreements?



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<b>Science</b>		<b>Evolution</b> Do living things produce offspring of the same kind?	<b>Evolution</b> Do animals and plants adapt to suit their environment?	<b>Evolution</b> Why are advantageous characteristics more likely to be passed from generation to generation?	<b>Evolution</b> How do we know that living things have changed over time?	<b>Evolution</b> Can species change over time due to external factors such as competition from other species, disease or climate change?	<b>Evolution</b> Can fossils provide information about living things that inhabited the Earth millions of years ago?
<b>Geography</b>				<b>Climate</b> Can you identify the different lines of latitude and explain how latitude is linked to climate?	<b>Climate</b> Are you able to locate different climate zones and explore the differences between the Northern and Southern Hemispheres?	<b>Climate</b> How many comparisons can you make between temperate and tropical climates?	<b>Climate</b> Can you explore weather patterns within a climate zone?
<b>History</b>	<b>Houses of Parliament</b> What is the UK Parliament? What impact did the Magna Carta have on our UK Parliament?	<b>Houses of Parliament</b> What previous historical events have changed our UK Parliament?	<b>Houses of Parliament</b> What is the House of Commons? What is the House of Lords?	<b>Houses of Parliament</b> Why do we need Laws? Which laws affect me?			



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<b>Art &amp; Design</b>	<p><b>Exploring Identity</b></p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p>				
<b>D&amp;T</b>					
<b>Music</b>	<p>Listen to historical recordings of big band swing and describe features of the music using correct vocabulary. Understand and compose a syncopated melody. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of a song with a good sense of ensemble.</p>				
<b>Computing</b>	<b>Icompute- Miss Cokell</b>				
<b>MFL</b>	<b>Tout sur la France- Miss Cokell</b>				
<b>PE</b>	<p>To perform running techniques for short and long distances. To perform a pull and push throw. <b>Character - Self-motivation - To set myself goals to improve in the run and throw challenge.</b></p>	<p>To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. <b>Character Self-motivation - To practise to improve my throwing and jumping skills.</b></p>	<p>To take off and land one foot to two. To perform a push throw. To develop running for speed. <b>Character- Self-motivation - To set a goal and be committed to practice to improve my performance.</b></p>	<p>To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. <b>Character- Determination - To show willpower when performing skills I find difficult and not give up but keep trying.</b></p>	<p>To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. <b>Character -Determination - To show willpower when performing skills I find difficult and not give up but keep trying.</b></p>



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	<p>To perform shapes and balances with a partner.</p> <p><b>Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances.</b></p>	<p>To demonstrate counter balance and counter tension paired balances using apparatus.</p> <p><b>Resourcefulness - To make positive suggestions to my partner and experiment with different shapes.</b></p>	<p>To demonstrate a group counter balance. To create a gymnastic sequence with counter balances.</p> <p><b>Responsibility- To plan and organise so a group complete the group balance to the best of our ability.</b></p>	<p>To create a gymnastic sequence with counter balances with a partner</p> <p><b>Responsibility- To plan and organise so a group complete the group balance to the best of our ability.</b></p>	<p>To demonstrate paired and group counter balances in unison.</p> <p><b>Evaluation - To recognise strengths and areas for improvement in their performance.</b></p>	<p>To create a sequence of gymnastic actions, paired and group balances.</p> <p><b>Evaluation - To recognise strengths and areas for improvement in their performance.</b></p>
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