

## Curriculum Overview

YEAR GROUP SIX			
	Term 1	Term 2	Term 3
<b>Topic</b>	<b>AMAZING JOURNEYS</b>	<b>FULL STEAM AHEAD - The Victorians</b>	<b>Lichfield in the Spotlight</b>
<b>Enrichment Activities Using our local area</b>	Focus week on Japan Focus week on Italy	Visit to Lichfield Library Trip to Blists Hill Museum Residential trip to Shugborough	Leavers' Performance Art - still life drawing - Lichfield Cathedral and local buildings
<b>English</b>	<b>Core Text</b> Kensuke's Kingdom  <b>Writing Opportunities</b> Diary Entry, persuasive writing, balanced argument, letter, message in a bottle, postcard, emails, narrative, fact file/leaflet, poster, news report script	<b>Core Text</b> Street Child  <b>Writing Opportunities</b> Diary entry, story writing, tweets, fact file, writing dialogue, newspaper article, recount, short writing for family newsletters	<b>Core Texts</b> Rooftoppers  <b>Writing Opportunities</b> Memories, transition materials, fact file. Script writing conventions in preparation for Leavers' Performance.
<b>Maths</b>	Read, write order and compare numbers to 10,000,000 4 operations Fractions /decimals Algebra / sequences Position & direction Time Zones around the World Problem solving	Use negative numbers in context Rounding accurately Statistics Algebra - using simple formulae Measuring Heart Rate Percentages Converting units of measure Ratio and Proportion Problem solving	Logic Problems Calculate, estimate and compare volume of cubes and cuboids Investigations Revision of key topics: algebra, fractions, decimals and percentages
<b>Science</b>	Living Things and their Habitats  Animals including Humans	Light  Electricity	Evolution and Inheritance
<b>Computing</b>	Online Safety	Online Safety	Online Safety

	Using the Internet -understanding the difference between the internet and the world wide web; use complex searches to refine results; be discerning in evaluating digital content.  Multimedia Presentations	Coding: Use logical reasoning to explain how algorithms work and detect and correct errors; write programs that accomplish various goals.	Databases - analyse and present data accurately within a spreadsheet.
<b>Geography</b>	<b>Physical Geography</b> Mapping skills Arctic / Antarctic Holidays in Britain and Abroad. Focus on Japan and Italy	Map Skills including scales - confidently explain scale and use maps with a range of scale; accurately use a 4 figure Grid References. The British Empire - explain similarities and differences based on physical features. Stream Survey (create a sketch map when carrying out a field study)	Understanding Lichfield as a place of interest; old versus new; history and future considerations. Lichfield in the Spotlight. Creating a guided tour of Lichfield; creating sketch maps,
<b>History</b>	Viking and Anglo- Saxon Struggle for Kingdom of England - summarise the main events from a specific period in history.	Compare and contrast the effects of the British Empire on world history Summarise how Britain had a major influence on world history and what it may have learnt from other countries and civilizations	A non - European Society: Mayan Civilization  Recognise and describe differences and similarities/changes and continuity between different periods of history
<b>Art and Design</b>	Drawing - using pastels - justify materials I have chosen in my drawing Japanese art - combine pattern / tone and shape in collage or pencil drawing	Charcoal using line and shape Using line, shape and colour to produce a design (William Morris) Record detailed notes in my sketch book.	Design backdrop for Leavers' Performance and props - design and make costume etc. for characters in a story.  Great architects through time - Lichfield Cathedral.  Mayan mask design - include visual and tactile elements in 3D work
<b>Design and Technology</b>	Origami Sushi Understanding how ingredients are processed	Image manipulation in ICT for William Morris design  Use computing to programme, monitor and control a product	Making models of Lichfield in a range of scales. Design a new building for our local community: consider need and purpose as well as including technical aspects in Architectural design.  Mayan Masks
<b>French</b>	Numbers to 100 Directions Prepositions - using simple sentences Weather - simple sentences	Daily routine and time - writing simple sentences Epiphany -Fete des Rois Easter	Sports -expressing an opinion - writing sentences Celebrations Food and Drink - role play Verbs
<b>Physical Education</b>	Gymnastics - compose my own dances or gymnastics sequences to fit a given criteria, combining action, balance and shape. Invasion Games- make a team plan to communicate with others during a game involving more complex rules.	Tag Rugby/ Hand Ball - use a variety of techniques as appropriate to pass and receive a ball and can analyse skills and technique to suggest ways to improve  Yoga	Athletics - pace myself appropriately when running over an increasingly long distance. Striking and Fielding Safely work with groups of different sizes to plan a way to solve problems in a more demanding context (eg. orienteering, teamwork games) following specific rules in a given amount of time.

<p><b>Music</b></p>	<p>Musical elements Use and understand musical notation Investigating lyrics and song writing Harvest and Advent</p>	<p>Develop performing skills Listening to classical compositions - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Show an understanding of the history of Music Singing songs in two-part rounds</p>	<p>Performance skills - play and perform in solo and ensemble contexts: Leavers' Performance.  Use a variety of different musical devices in compositions.</p>
<p><b>RE</b></p>	<p>Creation and Science: conflicting or complementary?  Was Jesus the Messiah?</p>	<p>What does it mean to live as a Hindu today?  What difference does the resurrection make for Christians?</p>	<p>What would Jesus do?  How can following God bring freedom and justice?</p>
<p><b>PSHE</b></p>	<p><b>How can we keep healthy as we grow?</b> Health and wellbeing - looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<p><b>How can the media influence people?</b> Living in the wider world - media literacy and digital resilience; influences and decision-making; online safety</p>	<p><b>What will change as we become more independent?</b> Relationships - different relationships; changing and growing; adulthood; independence and moving to secondary school.</p>