



St. Nicholas at Wade Primary School

◆ Year 6 Curriculum Overview ◆



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cornerstones Driver	Stargazers	Hola Mexico	Alchemy Island	Scream Machine	Allotment/SRE	
Enrichment / Engage	Astrodome	Mayan Day – Kent Life	TBC	Theme Park Trip	Farm Visit	
Guided Reading	Cosmic	Holes	The Highwayman	The London Eye Mystery	Skellig	
Talk for Writing	Fiction: Setting and Atmosphere Non-Fiction: Discussion	Fiction: Description – people, and places Non-Fiction: Information	Fiction: Character and Dialogue Non-Fiction: Persuasive argument	Fiction: Style & Vocabulary Non-Fiction: Instructions	Fiction: Suspense Non-Fiction: Recount (Newspaper)	Fiction: Invented writing Non-Fiction: Invented writing
Maths	In every term children will receive additional teaching and recall activities, based on prior learning.					
	Week 1-2: Number - Place Value Week 3-7: Number - Addition and Subtraction, Multiplication & Division Week 8-11: Number - Fractions Week 9-12 Number – Converting units		Week 1-2: Number - Ration Week 3-4: Number - Algebra Week 5-8: Number – Decimals, Fractions and Percentages Week 9-10: Measurement - Area, Perimeter and Volume Week 11-12: Statistics		Week 1-3: Geometry - Shape Week 4: Geometry - Position and Direction Week 5-12: Number – Themed Projects, Consolidation & Problem Solving	
RE	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do? INCARNATION (1/2 lessons)	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?
Science	Earth & Space Light		Properties and changes of materials	Forces	Animals including humans	

Courage

Resilience

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Kindness

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	<p>Describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>Describe the movement of the moon relative to the Earth.</p> <p>Describe the sun, Earth and moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Light: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from Living Things and their Habitats: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Describe how living things are classified into broad groups according to common Animals Including Humans: Identify the major parts of the human circulatory system and their functions Choose the most effective approach to record and</p>		<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes..</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Describe the changes as humans develop to old age</p>
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	<p>report results, linking to mathematical knowledge. Discuss how scientific Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>				
History	<p>- Learn about an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – The Space race.</p>	<p>Learn about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared – Maya Civilisation.</p>	-	-	--
Geography		<p>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America .</p> <p>- Name and locate the counties and cities of the UK, geographical regions</p>

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			<p>Meridian and time zones (including day and night).</p> <p>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			<p>and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land - use patterns; and understand how some of these aspects have changed over time</p> <p>- Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
Art			<p>Clay – Day of the Dead skulls</p> <p>Block Printing – Inuit Art</p>		Image Editing	Observational Drawings – Fruits and Vegetables	
Design Technology		Rocket launch	<p>Themed Invitations</p> <p>Mexican Foods</p>	Circuit Building	Cam mechanisms – Design & create a fairground ride	Seasonal planting	
Computing	Online Safety	Health, Wellbeing and Lifestyle	Privacy and Security	<p>Online Relationships</p> <p>Online Bullying</p>	Copyright and Ownership	Self-Image and Identity	Online Reputation

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					Managing Online Information		
	Computing	Communication	3D Modelling	Web Page Creation	Spreadsheets	Variables in Games	Sensing
PE	imoves – Jive	Gymnastics	Gymnastics	Netball	Tennis	Rounders	
	TSC:	TSC:	TSC:	TSC:	TSC:	TSC:	TSC:
Music Charanga	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Skills Connect Us	Improvising with Confidence	Farewell Tour	
MFL – French	Unité 8 J'ai trente-deux paquets Unité 9 Luc et Sophie font les devoirs Unité 10 C'est délicieux Unité 11 Je vais aller en vacances Unité 12 Dans la salle de classe Unité 13 J'adore le football Unité 14 Il est grand et gros						

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