

**St. Nicholas at Wade Primary School**

**♦ Year 6 Curriculum Overview ♦**

**2023-24**

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|  | | **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:** Description – people, and places  **Non-Fiction:** Discussion | **Fiction:** Setting and Atmosphere  **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** | | **CRE ATION**  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**  Describe the movement of the Earth and other planets relative to the sun in the solar system.  Describe the movement of the moon relative to the Earth.  Describe the sun, Earth and moon as approximately spherical bodies.  Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  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 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. |  | **Properties and changes of materials**  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.  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  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..  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 | **Forces**  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.  Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect | | **Animals including humans**  Describe the changes as humans develop to old age | |
| **History** | | - Learn about an aspect or  theme in British history  that extends pupils  chronological knowledge  beyond 1066 – The Space race. | Learn about the achievements of the  earliest civilisations – an overview of where and when the first civilisations  appeared – Maya Civilisation. | **-** | **-** | | -- | |
| **Geography** | |  | - 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  Meridian and time zones  (including day and night).  - 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  - 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.  - Use maps, atlases, globes and digital/computer  mapping to locate  countries and describe  features studied. | - 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. | - 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. | | - 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 .  - Name and locate the counties and cities of the UK, geographical regions  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  **-** 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. | |
| **Art** | |  | **Clay –**  **Day of the Dead skulls**  **Block Printing –**  **Inuit Art** |  | **Image Editing** | | **Observational Drawings –**  **Fruits and Vegetables** | |
| **Design Technology** | | **Rocket launch** | **Themed Invitations**  **Mexican Foods** | **Circuit Building** | **Cam mechanisms –**  **Design & create a fairground ride** | | **Seasonal planting** | |
| **Computing** | **Online Safety** | **Health, Wellbeing and Lifestyle** | **Privacy and Security** | **Online Relationships**  **Online Bullying** | **Copyright and Ownership**  **Managing Online Information** | **Self-Image and Identity** | | **Online Reputation** |
| **Computing** | **Communication** | **3D Modelling** | **Web Page Creation** | **Spreadsheets** | **Variables in Games** | | **Sensing** |
| **PE** | | **imoves – Jive**  **TSC:** | **Gymnastics**  **TSC:** | **Gymnastics**  **TSC:** | **Netball**  **TSC:** | **Tennis**  **TSC:** | | **Rounders**  **TSC:** |
| **Music**  **Charanga** | | **Happy** | **Classroom Jazz 2** | **A New Year Carol** | **You’ve Got a Friend** | **Music and Me** | | **Reflect, Rewind and Replay** |
| **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 | | | | | | |