








# Long Term Curriculum Overview for Year 6



| Half Term                 | Autumn 1   | Autumn 2   |                                    | Spring 1  |   | Spring 2  | Summer 1  |                                 | Summer 2  |
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| <b>Value</b>              | <b>Belonging</b><br>                                    | <b>Peace</b><br>  |                                    | <b>Aspiration</b><br>  |   | <b>Compassion</b><br>  | <b>Resilience</b><br>  |                                 | <b>Challenge</b><br> |
| <b>Literacy Tree text</b> | The Last Bear by Hannah Gold   | Anne Frank by Josephine Poole and Angela Barrett   | Friend and Foe by Michael Morpurgo | Leila and the Blue Fox by Kiran Millwood-Hargrave   | Romeo and Juliet by William Shakespeare | Romeo & Juliet by William Shakespeare   | Malala Yousafzai Biography Writing  | Rain Player by David Wisniewski | Rain Player by David Wisniewski   |
| <b>Literacy Leaves</b>    | Incredible Journeys by Levison Wood  |  |                                    | On the Move – Poems about Migration   |   | Poetry for Children William Shakespeare   | Malala Yousafzai  |                                 |   |
| <b>Science</b>            | <b>Evolution and inheritance</b><br><br>Recognise that living things produce offspring of the same kind, but normally offspring vary and | <b>Electricity</b><br><br>Learn how the brightness of a lamp or the volume of a buzzer is affected by the number and voltage of cells used in the circuit. |                                    | <b>Animals, including humans</b><br><br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. |   | <b>Living things and their habitats</b><br><br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities | <b>Light</b><br><br>Understand that light appears to travel in straight lines.<br>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. |                                 |   |



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|                | <p>are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Learn about the scientist <b>Charles Darwin</b>, whose 'thought experiments' helped to explain how finches evolved and suggested that living things evolved by a process of 'natural selection'.</p> | <p>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. Learn how to recognise symbols when representing a simple circuit in a diagram.</p> | <p>Learn what the impact of diet, exercise, drugs and lifestyle have on the way our bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> | <p>Explain that we see things because light travels 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> |   |
| <b>History</b> |   | <p><b>World War Two</b></p> <p>Study when and why <b>World War II</b> broke out, as well as the key</p>  |   |   | <p><b>Mayan Civilisations</b></p> <p>Understand the history of South</p>  | <p><b>Mayan Civilisation</b></p> <p>Learn about the Maya number</p> |



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figures and countries involved. Learn about evacuation, what it was like to live with food rationing, and the role of women in the war effort. Discover critical facts about the **Holocaust** and look at events that were pivotal in the war, such as the **Battle of Britain** and Germany's invasion of the Soviet Union. Improve their inquiry and evaluation skills, as well as their ability to organise knowledge chronologically and comprehend how previous events shaped the world we live in today.

America we shift our focus to Mayan Civilisation. Discover who the ancient Maya people were and when they lived. Apply our developed map skills to identify and locate countries in Mesoamerica. Learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped.

system and have the opportunity to read and write Maya numbers and solve number problems. Learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. Learn about the work of the explorers **John Lloyd Stephens and Frederick Catherwood** and have the opportunity to analyse historical pictures of the cities they discovered.



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| <b>Geography</b> | <b>Coastlines</b><br><br>Learn about what coasts are, how they are formed, how they are protected and why they are constantly changing. Study the processes of erosion and deposition and how they affect the coast, find out the names of some different coastal formations and where they are located in the UK. |  | <b>Trade</b><br><br>Learn about how goods and services are traded around the world in this unit. Research the UK's trade relations, both now and in the past, to learn about the goods imported and exported, as well as the modes of transportation employed.<br><br>Learn about the benefits of international trade as well as the risks associated with it by taking a closer look at one of the UK's trading partners.<br><br>Learn about fair trade and why it's so vital in today's world. | <b>Where is South America?</b><br><br>Explore the continent of South America and the countries that make it.<br><br>Investigate several of the continent's diverse areas in greater depth, learning about each region's terrain, climate, and location.<br><br>A detailed fieldwork study of the children's local area will be conducted to assist us in identifying the similarities and differences between a location of the Americas and where we reside.<br><br>Read and write coordinates while honing their map and atlas skills.<br><br>Learn about the benefits of international trade as well as the risks |  |  |
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|                              |  |  |  | <p>associated with it by taking a closer look at one of the UK's trading partners</p> <p>Understand Fair Trade and why it's so vital in today's world.</p>  |  |  |
| <p><b>Art and Design</b></p> | <p><b>Sketching and Painting</b></p> <p>Study the illustrator <b>Levi Pinfold</b> to create artistic images in his style. Use <b>Charles Darwin's</b> sketches linked to Evolution and Inheritance to create observational drawings.</p> |  |  | <p><b>Day of The Dead Masks</b></p> <p>Research and record in their sketchbooks vibrant imagery linked to the festival with a focus on masks. Explore different art media and develop their drawing skills through the use of a range of lines (e.g. hatching, cross-hatching), shading and tone. Explore how the masks were made and decorated and understand why they were decorated in this way.</p> | <p><b>Self Portraits</b></p> <p>Explore the passionate and vibrant artworks of <b>Frida Kahlo</b> and discover the artist behind the famous self-portraits. Look in detail at some of <b>Frida Kahlo's</b> most famous artworks, exploring the thought-provoking images to inspire their own self-portraits and artwork.</p> |  |



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|                              |   |   |   | Design and sculpt a mask to create a desired effect.   |   |  |
| <b>Design and Technology</b> |   | <p><b>Structures: Making an Anderson shelter</b></p> <p>Apply our design, production and technical knowledge to build a replica of an Anderson shelter, manipulating different materials</p>  | <p><b>Fashion &amp; Textiles</b></p> <p>Develop, design, cut, stitch and decorate a stylish drawstring bag that can be sold around the world.</p>   |  |   | <p><b>Cooking: South and Central American Food</b></p> <p>Explore and learn how to cook some delicious traditional Mexican dishes.</p>   |
| <b>Computing</b>             | <p><b>We are Computational Thinkers</b></p> <p>In this unit, pupils participate in some hands-on unplugged activities which help them develop an understanding of some important algorithms. They also investigate these when</p> | <p><b>Creating Media – Website Creation</b></p> <p>In this unit, pupils learn to create a website for a chosen purpose. They identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, they pay specific attention to</p> | <p><b>Data Information – Introduction to Spreadsheet</b></p> <p>In this unit, pupils are introduced to spreadsheets. They will be supported in organising data into columns and rows and will be taught the importance of formatting data to support calculations, while also being introduced to</p> | <p><b>Computing Systems and Networks – Communication and Collaboration</b></p> <p>In this unit, pupils explore how data is transferred over the internet. They initially focus on addressing, before they move on to the makeup and structure of data packets. They look at how the internet</p> | <p><b>Creating Media – 3D Modelling</b></p> <p>In this unit, pupils will develop their knowledge and understanding of using a computer to produce 3D models. They will familiarise themselves with working in a 3D space, moving, resizing, and</p> | <p><b>Programming B – Sensing Movement</b></p> <p>In this unit, pupils bring together elements of all learning from across KS2. They will utilise a physical device – the micro:bit. The unit begins with a simple program for pupils to build</p> |



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|  | implemented as Scratch. | copyright and fair use of media, the aesthetics of the site, and navigation paths. | formulas. They will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. They will plan an event, answer questions, creating charts, and evaluate their results. | facilitates online communication and collaboration and learn how to communicate responsibly. | duplicating objects. They will create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. They will plan, develop, and evaluate their own 3D model of a building. | in and test within the new programming environment, before transferring it to their micro:bit. Pupils take on new projects with each lesson adding more depth. |
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| <p><b>Religious Education</b></p>                                   | <p><b>Key Question:</b><br/>What is the best way for a Muslim to show commitment to Allah?</p> <p><b>Religion:</b> Islam</p>                | <p><b>Key Question:</b><br/>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><b>Religion:</b> Christianity</p>   | <p><b>Key Question:</b><br/>Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>  | <p><b>Key Question:</b><br/>Does belief in Akhirah (life after death) help Muslims to lead good lives?</p> <p><b>Religion:</b> Islam</p>   | <p><b>Key Question:</b><br/>Does belief in Akhirah (life after death) help Muslims to lead good lives?</p> <p><b>Religion:</b> Islam</p>  | <p><b>Key Question:</b><br/>What is the best way for a Muslim to show commitment to Allah?</p> <p><b>Religion:</b> Islam</p>  |
| <p><b>Physical Education</b></p>                                    | <p>Cricket / Football</p>   | <p>Basketball</p>   | <p>Fitness</p>  | <p>Gymnastics</p>  | <p>Tennis</p>   | <p>Dance</p>  |
| <p><b>Personal, Social, Health and Emotional</b></p>                | <p>Being Me in My World</p>   | <p>Celebrating Differences</p>  | <p>Dreams and Goals</p>   | <p>Healthy Me</p>  | <p>Relationships</p>  | <p>Changing Me</p>  |
| <p><b>Modern Foreign Language (KS2)</b><br/><br/><b>Spanish</b></p> | <p><b>Classroom Routines</b><br/>Saying the date<br/>Describing the weather<br/>Asking for classroom objects<br/>Following instructions</p> | <p><b>La Clase – The Classroom</b><br/>Learn how to say what they have and do not have in their pencil cases and/or school bag in Spanish. They draw on prior learning of grammar, using it with new vocabulary and a</p> | <p><b>Mi Familia – My Family</b><br/>Make a presentation about their own/a fictitious family. Demonstrate an increasing knowledge of grammar to manipulate language. Create</p> | <p><b>La Fecha – The Date</b><br/>Learn about and consolidate the days of the week, months of the year and numbers 1-31 will be introduced. By the end of this unit, they will have the knowledge and skills</p> | <p><b>Tienes una Mascota – Do you have a pet?</b><br/>Learn about pets and be able to describe what pets they have and/or do not have at home. Use 1st person singular and 3rd person singular verb</p> | <p><b>Mi Casa – My Home</b><br/>Learn how to say where they live and which rooms they have and do not have in their homes Use prior learning alongside new vocabulary, conjunctions and</p> |





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|                            |   | better understanding of the negative form.  | more personalised responses.                               | to say the date and when their birthday is in Spanish.  | to say what the pet is called and use conjunctions more confidently.  | grammar to create independent responses.   |
| <b>Music</b>               | We are further developing our ability to play a wind instrument by learning how to play the clarinet.   |   |  |   |   |  |
| <b>Safety</b>              | <b>Junior Citizenship<br/>E-safety</b><br><br>Develop citizenship through exploring and participating in activities from Surrey Police, Fire and Rescue.<br><br>Bikeability | <b>E-Safety</b><br><br>Introduce children how to conduct research on the internet safely. | <b>E-safety</b><br><br>Understand how to keep safe online. | <b>E-Safety</b><br><br>Develop understanding of the implications of copyright and plagiarism and its importance. How permission must be obtained and respecting policies and legislation. | <b>E-Safety</b><br><br>Improve knowledge of blogs, vlogs and posting videos to ensure content is appropriate. | <b>E-Safety</b><br><br>Understand the positive and negative sides of social media. |
| <b>Visits and Visitors</b> | Junior Citizens Trip  | Lincolnsfield – Children at War<br><br>Visit from an evacuee                              |  | Local Fieldwork   | Thorpe Park   | Hooke Court Residential  |
| <b>Special events</b>      | Harvest Celebrations  | Anti-Bullying week<br><br>Bikeability<br><br>Interfaith week                              |  | Easter  | SATs<br>Y6 Performance  | Smartmoves Secondary<br><br>Transition Days  |

