

Shamblehurst Year 6 Curriculum Overview

| Subjects | Autumn Term- Explore | | Spring Term- Discover | | Summer Term- Create | |
|-----------------------|---|---|---|--|---|---|
| | Do we all have an inherent desire to survive? | | Are we influenced by our history? | | Do we all have a voice? | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p>Diary Entries from the central characters in Skellig.</p> <p>Non-chronological fact-files on animal adaptations linked to science.</p> | <p>Fact-files based on Human adaptations for the future and biographies on Charles Darwin.</p> <p>Survival narratives.</p> | <p>Non chronological fact-files- Ancient Greeks.</p> <p>Play script writing.</p> <p>Balanced and biased arguments linked to democracy and the Ancient Greeks.</p> | <p>Greek instructional writing, food critique reviews and persuasive recipe writing.</p> | <p>Inspirational speeches linked to having a voice and democracy.</p> <p>Letter writing to local MP.</p> <p>Diary entries- Macbeth.</p> | <p>Flashback narratives based on 'The Piano' and 'UP'.</p> <p>Black out poetry linked to art.</p> <p>End of year production- learning a play, speaking and listening.</p> |
| Guided Reading | <p>Skellig- By David Almond.</p> <p>The Cays- Theodore Taylor.</p> <p>There's a boy in the girls' bathroom- By Louis Sachar</p> | <p>Survivors- By David Long</p> <p>Private Peaceful- By Michael Morpurgo</p> <p>Charles Darwin's Origin of Species- By Sabina Radeva.</p> | <p>Percy Jackson The Lightning Thief- By Rick Riordon.</p> <p>Ancient Greek non-fiction texts for research.</p> | <p>The Girl of Ink and Stars- By Kiran Millwood Hardgrave</p> <p>Halo Moon- By Sharon Cohen.</p> | <p>William Shakespeare's- Macbeth.</p> <p>Murder at Twilight- By Fleur Hitchcock.</p> | <p>The Skylark's War- By Hilary McKay.</p> <p>Pog- Padriag Kenny.</p> |
| Maths | <p>Number and place value</p> <p>Four operations</p> | <p>Fractions and Percentages. Geometry</p> | <p>Fractions, Decimals and</p> | <p>Measurement (distances)</p> | <p>SATs revision.</p> <p>'What's it like to be</p> | <p>'Theme Park Maths' project.</p> |

| | | | | | | |
|---|---|---|--|---|---|---|
| | <p>The children will be introduced to the book "If the World Were a Village", by David Smith and Shelagh Armstrong. This is an excellent way to incorporate global issues into maths and geography lessons as we will concentrate on percentages, interpreting data, time, money, ordering and comparing large numbers.</p> | | <p>Percentages. Geometry</p> <p>Research Ancient Greek mathematicians and how they have influenced maths today</p> <p>Mathematical activities centred around Pythagoras, Archimedes, Eratosthenes.</p> | <p>Measurement (time) Geometry</p> | <p>an adult?' maths project</p> | <p>'Travel Agent Project'. 'Kandinsky/ geometry project.</p> |
| <p>Science/ History/ Geography and Topic</p> | <p>Science- Evolution and inheritance.</p> <p>Geography- Global Citizens Projects, using maps, atlases and globes.</p> | <p>Science- Light History- A study of Charles Darwin and understanding his influences on today's society.</p> <p>Geography- Global Citizens Projects, using maps, atlases and globes.</p> | <p>History- Ancient Greeks</p> <p>Science- Electricity.</p> <p>Geography- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p> | <p>History- Ancient Greeks</p> <p>Science- Animals including humans</p> <p>Geography- Human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p> | <p>Science- Living things and habitats (linked to outdoor learning).</p> <p>Geography- Outdoor Learning. Field work of school grounds to observe, measure and record.</p> | <p>Science- Sex Education.</p> <p>Geography- Outdoor Learning. Orienteering-, use of 8 point compass.</p> |

| | | | | | | |
|---------------------------|---|---|---|--|--|--|
| | | | earthquakes, and the water cycle. | including energy, food, minerals and water . | | |
| Art/ DT/ Computing | <p>Computing: Children use coding to design and make their own 'Survival games'.</p> <p>Children use green screen to create their own David Attenborough inspired documentaries linked to human adaptations.</p> | <p>Art/ DT-Artefact making linked to geography- Children create models, posters of their choice to show an understanding of their chosen country.</p> <p>Computing: Children use the internet safely to conduct research linked to geography.</p> | <p>Art- paper mache mask making and painting.</p> <p>Computing: Children use the internet safely to conduct research linked to history.</p> | <p>DT- Greek food preparing and cooking.</p> <p>Computing: Children use 'Paint' to experiment with graphic design, creating persuasive posters for the packaging of their Greek foods.</p> | Computing: E-safety | Art/ DT: Children create a piece of art, using any media, to express their 'Voice'. |
| R.E. | Jesus through art/ imagery | The birth of Jesus Narrative | Umma Community | The Christian Story- Salvation. | Stewardship creation | Stones (symbols) |
| P.E | Gymnastics: Develop flexibility, strength, technique, control and balance. | Play competitive games, modified where appropriate, such as rounders and tennis, and apply basic principles suitable for attacking and defending. | Running, jumping, throwing and catching in isolation and in combination. | Running, jumping, throwing and catching in isolation and in combination. Greek dancing: Develop flexibility, strength, technique, control and balance. | Play competitive games, modified where appropriate, such as basketball, cricket, hockey, netball, and apply basic principles suitable for attacking and defending. | Play competitive games, modified where appropriate, such as badminton, football and rounders and apply basic principles suitable for |

| | | | | | | |
|----------------|---|--|--|--|--|--|
| | | | | | | attacking and defending. |
| P.S.H.E | Being my best- Including keeping healthy/Growth Mind-set/goal setting/achievement | Me and my relationships- including feelings/emotions/conflict resolution/friendships | Valuing differences- Including British Values focus. | Keeping myself safe- . Includes aspects of safe internet use, drugs and Relationships Education | Rights and Responsibilities Includes money/living in the wider world/environment | Growing and Changing Includes RSE-related issues |