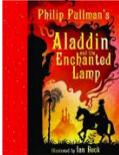
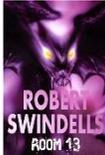
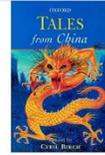
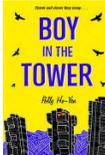




# CURRICULUM OVERVIEW 2023-24

YEAR: 6

Staff: Mrs Wilson, Mr Horne, Mr Shaw, Miss Wilson, Miss Bloomfield

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment Experience	Re launch Children's University  Nottingham Forest Football Club PE	Visit to Tesco – Exploring the origins of food.  Nottingham Forest Football Club PE	British Legion  Nottingham Forest Football Club PE	Science linked visit Wollaton Hall  Nottingham Forest Football Club PE	Nottingham Contemporary Arts centre.  Bike Ability  DAaRT  Nottingham Forest Football Club PE	NTU – the adventure into further education  DAaRT
Author of the half term / Class Book	Aladdin and the Enchanted Lamp – Philip Pullman 	Cogheart- Peter Bunzl 	Private Peaceful – Michael Morpurgo 	Room 13 – Robert Swindells 	Tales from China Cyril Birch 	Boy in the Tower – Polly Ho Hen 
English	Unit 1 – writing to entertain – character descriptions  Unit 2 – writing to inform (brochure)	Unit 3 – writing to inform – healthy living  Unit 4- writing to entertain poetry	Unit 5 – writing to discuss (SATs)  Unit 6 – writing to persuade (linked to Private Peaceful)	Unit 7 - Writing to entertain (a short story for Foundation unit – recreating a classic narrative)	SATs revision  Unit 8 – writing to entertain	Unit 9 – writing to inform (Design and Technology link)
Handwriting	Introducing sloped handwriting writing. Practicing diagonal joins to ascenders, no ascenders and	Practising sloped writing. Practicing horizontal joins to no ascenders,	Writing for different styles and purposes. Practicing joining proportion, joining	Writing for different styles and purposes. Practicing sloped writing and	Practicing sloped writing for speed. Practicing sloped writing all double letters	Revision & Find your own style Practicing style for speed:

	anticlockwise letter formation. Practicing horizontal lines to ascenders	horizontal joins to an anticlockwise letter Practising joining from r and joining from s	from f to an ascender and no ascender, Writing a paragraph, writing at speed and legibility size, proportion.	proportion. Joining to p and b to ascenders. Joining p and b from no ascenders. Parallel down strokes and double letters	Slopped writing for speed Sloped writing for fluency Beginning personal style writing for different purposes Printing the alphabet and Capital Letters	Crossbar joining looping from g. Looping from j and y and f. Joins from s and loping from b. Joining from v,w x and y
Maths	Place Value Four Operations + - x ÷	Four operations / And Fractions	Converting Measures	Decimals	Revision	Themed projects, consolidation and problem solving
Science	<b>Animals including humans taught in two parts Autumn 1 and 2</b> <b>Heart and Health</b> <b>Blood and transportation</b>  Children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and finally, they will learn how to describe the ways in which nutrients and water are transported within animals, including humans.	<b>Light</b>  Children will learn about light, including that light travels in a straight line, and how to explain how objects are seen by our eyes.	<b>Electricity</b>  Children will learn about electrical circuits, including how to compare and give reasons for variations in how components function	<b>Living things and their habitat</b>  Children will be introduced to the Linnean system of classification and will be able to develop their practical scientific skills though investigating mould growth on bread and mushroom spore dispersal.	<b>Evolution and inheritance</b>  The children will learn about inherited traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin.	
Computing	<b>iProgram</b> Unit 1	<b>iNetwork</b>	<b>iData</b>	<b>iModel</b>	<b>iSafe</b>	Additional project – <b>iApp</b>
RE	<b>Teachings, Wisdom and Authority</b>  What can we learn by reflecting on words of wisdom from religions and worldviews?	<b>Religion, World Views, Family and Community</b>		<b>Beliefs in Action in the World. Global Issues</b>	<b>Beliefs in Action. What was the Kindertransport?</b>	

	What do sacred texts and other sources say about God, the world and human life?		What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?		How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?
RSE/PSHE	<p><b>Me and My Relationships</b></p> <p>We are learning about ourselves ('Me') and how we get along with other people (Relationships).</p>	<p><b>Valuing difference</b></p> <p>We are learning about and celebrating our similarities and differences. We are understanding how to treat other people with fairness and respect.</p> <p><b>RSE:</b> To consider puberty and reproduction.</p>	<p><b>Keeping safe</b></p> <p>We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others.</p>	<p><b>Rights and Respect</b></p> <p>We are learning about the things that we should have (our rights) and the things that we should do (our responsibilities).</p> <p><b>RSE:</b> To consider physical and emotional behaviour in relationships.</p>	<p><b>Being my best</b></p> <p>We are learning about how to develop ourselves through learning and challenges, how to be safe and healthy and how to help others.</p>	<p><b>Growing and Changing</b></p> <p>We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.</p> <p><b>RSE:</b> To explore the process of conception and pregnancy.</p> <p>To explore positive and negative ways of communicating in a relationship</p>
Safeguarding links	DSL Video E-safety PSHE: Me and my relationships.	DSL Video E-safety PSHE: Valuing differences	DSL Video E-safety Road safety RE: Tolerance and respect.	DSL Video E-safety RE: Tolerance and respect. RSE: To consider physical and	DSL Video E-safety PSHE:DAaRT	DSL Video E-safety PSHE: DAaRT

				emotional behaviour in relationships		
Art	<b>AccessArt 2d drawing to 3d making</b> Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks		<b>AccessArt Print and activism</b> Disciplines: Printing, Collaging, Drawing		<b>AccessArt Shadow puppets</b> Disciplines: Making, Drawing, Sketchbooks	
DT		<b>Food</b> Celebrating culture and seasonality			<b>Structures</b> Frame structures  & <b>Electrical Systems</b> Monitoring and control	
Food for Life	Preparing for the winter ahead  Pruning and selecting herbs/spices from the planters	What foods can we grow in the classroom or indoors? Short term planting goals for sale and use in school.	Potatoes – recipes for rationing. From Farm to Fork  Seeds and seedlings preparing for the outdoor planters	Transferring seeds and seedlings to the outdoors. Tidying and conditioning the soil	Maintain planters feeding, watering and weeding.	Harvest, consume and sale of herbs and produce from planters and beds.
Geography		<b>Trade</b>  To describe and understand key aspects of human geography, including trade links and the distribution of natural resources.		<b>Amazing America (North America)</b>  To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.		<b>Our Changing World</b>  To describe and understand key changes to human and physical geography.

History	<p><b>Early Islamic Civilisation (Baghdad)</b></p> <p>A study of Baghdad c. AD 900 – a non-European society that provides contrasts with British history.</p>		<p><b>World War 1</b></p> <p>Exploring the impact of WW1 on Nottingham.</p>		<p><b>Shang Dynasty</b></p> <p>Studying the achievements of this early Chinese civilisation How have their contributions shaped the world today?</p>	
Spanish	<p><b>Phonetics and What is the date?</b></p> <p>Learning how to pronounce Spanish words using phonetics. Learning how to speak, read and write the date in Spanish.</p>	<p><b>At school</b></p> <p>Learning how to speak, read and write about school objects. Know how to say what is in their pencil case and what is not in their pencil case.</p>	<p><b>Telling the time</b></p> <p>Learning how to speak, read and write how to tell the time in Spanish.</p>	<p><b>What are the seasons?</b></p> <p>Learning how to speak, read, write, and recognise the four seasons and say which is our favourite and why.</p>	<p><b>What is the weather?</b></p> <p>Learning how to speak, read, write and recognise what the weather is doing. Ask and describe the weather.</p>	<p><b>Me in the world.</b></p> <p>Learning about different countries and capital cities in the Spanish speaking world. Exploring Spanish-speaking cultures and religions.</p>
Music	<p>Exploring straight and syncopated rhythms through song and body percussion. Developing co-ordination and rhythm skills. Performing rhythmic sequence to a piece of music. Developing the</p>	<p>Understanding music narrative and interpreting notation. Learning about sound effects in movies and composing sound effects to fit a movie. Identifying changes in tempo and the effect. Creating and</p>	<p>Recall prior learning in Garage Band. Create a two or three multi track recording focusing on beat, riff and ostinato. Arranging loops and understanding texture. Creating rhythmic and harmonic</p>	<p>Feeling and moving to a 3-beat pulse and revising rhythmic ostinato. Performing an ostinato. Understanding and singing in harmony and learning about chords. Performing rhythms and melodies on drums</p>	<p>Devising rhythmical actions to music. Improvising descriptive music. Playing rhythm cycles/ostinato. Combining rhythm cycles in a percussion piece. Singing call and response songs in two groups.</p>	<p>Singing a song with expression and sustained notes. Singing in two-part harmony. Performing complex song rhythms confidently. Identifying the structure of a piece of music. Learning</p>

	<p>concept of pitch shape and relating it to movement. Understanding pitch through movement and notation. Exploring rhythm through dance. Combining &amp; layering rhythms. Exploring ways of combining and structuring rhythms through dance.</p>	<p>performing a sequence of melodic phrases with a movie. Exploring the effects of music on movies and exploring soundtracks. Create, evaluate and refine compositions.</p>	<p>foundation using drums and strings. Create three contrasting keyboard melodies. Create and record lyrics on a chosen theme. Record a final version of the composition.</p>	<p>and tuned percussion. Revising, rehearsing and developing music for performance. Understanding the overall process of a musical performance. Performing to an audience.</p>	<p>Devising rhythmic movement. Developing a descriptive composition. Planning and structuring pieces to make a finale. Combining songs with rhythmic cycles. Developing and rehearsing for a performance. Performing to an audience.</p>	<p>to play a melody with chordal accompaniment. Experiencing the effect of harmony changing. Singing in two- or three-part harmony. Understanding song structure/coda. Playing instrumental parts to accompany a song. Listening to and understanding modulation in a musical bridge. Preparing for a performance.</p>
PE	<p><b>Real PE</b> Personal</p> <p><b>Games</b> Dodgeball</p>	<p><b>Real PE</b> Social</p> <p><b>Real Gym</b></p>	<p><b>Real Dance</b></p> <p><b>Games</b> Football</p>	<p><b>Real PE</b> Cognitive</p> <p><b>Outdoor Adventure</b></p>	<p><b>Real PE</b> Creative</p> <p><b>Net/Wall</b> Tennis</p>	<p><b>Real PE</b> Health and Fitness</p> <p><b>Athletics</b></p>