

# Curriculum Skills Overview

# Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art</b>	<p><b>Drawing</b> Use a range of media with increasing confidence, developing their own personal style, to create a self-portrait.</p> <p><b>Painting and mixed media</b> Control paint to work in different ways (links to DT).</p>	<p><b>3D Sculpture</b> Design and make Macbeth set boxes, using a range of materials and understanding how to finish their work to a good standard.</p>	<p><b>Digital Art</b> Use computers (drawing, painting and photo manipulation programmes) to create digital propaganda posters.</p>			<p><b>Collage</b> Opportunities to develop collage skills through Geography topic.</p>
<b>Computing</b>	Computing systems and networks – understanding how we communicate (including social media safety).	Creating a web page using appropriate software.	Programming – using variables to create a game.	Creating media using 3D modelling.	Confidently analysing data and information using spreadsheets.	Programming – using sensing to create a product.
<b>Dance and Gymnastics</b>	Exploring movement patterns when working alone or in a partnership. Sharing good ideas and creativity. Performing short routines with good technique and musicality.	Using a range of contrasting shapes, rolls, points and patches, climbing and travelling, jumps, leaps and turns. Knowing terminology of movements. Working effectively within a partnership or alone.	Experimenting further knowledge and understanding of actions, dynamics, directions and levels.	Using continued effective floor work and apparatus when working alone or in a partnership or small group. Showing a good awareness of space.	Linking actions and skills gained when working at all times. Showing awareness of warming up and cooling down. Demonstrating a good understanding of health and fitness.	Combining appropriate actions to create sequences with changes of speed, level and direction and clarity of shape. Gradually increasing length of sequence.
<b>DT</b>	<p><b>Ancient Greeks</b></p> <p>Designing and sculpting a model using mod-roc.</p>				Preparing food products taking into account the ingredients' characteristics.	
<b>English</b>	<p><b>Ancient Greeks – The Adventures of Odysseus</b></p> <p>Information text Annotated storyboards Diary entry Persuasive speech Narrative</p>	<p><b>Poetry (Sensational) and Macbeth</b></p> <p>Poetry Setting description Diary entry Letter</p>	<p><b>World War II – Anne Frank and Rose Blanche</b></p> <p>Diary entry Biography Memoir</p>	<p><b>Poetry (Overheard in a Tower Block) and Suffragettes</b></p> <p>Poetry Persuasive texts Recount</p>	<p><b>Circulatory System - Pig Heart Boy and Titanic</b></p> <p>Persuasive texts Emails Newspaper report Recount</p>	<p><b>Poetry (Everything All At Once) and Great Expectations</b></p> <p>Poetry Narrative</p>
<b>Games</b>	<p><b>Football</b></p> <p>Understand how physical activity in games helps their bodies to grow and develop Choose skills that meet the needs of the situation Choose and use different formations to suit the needs of the game</p>	<p><b>Tag Rugby</b></p> <p>Make up short warm-up routines Choose positions in their team and know how to assist attacking play Choose skills that meet the need of the situation</p>	<p><b>Netball/Basketball</b></p> <p>Make up short warm-up routines Choose skills that meet the need of the situation Use a variety of tactics to keep the ball</p>	<p><b>Hockey</b></p> <p>Combine and perform skills with control Devise suitable warm-up activities for the games they are playing Employ simple tactics in game situations</p>	<p><b>Athletics</b></p> <p>Can set themselves appropriate challenges in different events Explain how strength, power, stamina can help your performance in other sports Perform a range of jumps (Long, Triple) showing power and control at landing Can evaluate the quality of a performance</p>	
<b>Geography</b>					Using maps, atlases, globes and digital mapping to locate countries and describe features	Using maps, atlases, globes and digital mapping to locate countries and describe features

					studied.	studied.
<b>History</b>	<p><b>Ancient Greeks</b></p> <p>Using dates precisely including BC and AD. Having a secure knowledge of world history studied. Recognising characteristics of the period and societies studied.</p>	<p><b>Ancient Greeks</b></p> <p>Understanding how our knowledge of the past is constructed from a range of sources and suggesting reasons for this. Using secure knowledge and understanding of world knowledge to describe and analyse past societies.</p>	<p><b>World War II</b></p> <p>Identifying and describing reasons for and results of historical events and situations. Describing and suggesting explanations for connections, contrasts and trends over time.</p>	<p><b>World War II</b></p> <p>Devising historically valid questions about change, cause and significance. Understanding historical enquiry, evaluating sources to identify those that are most useful for specific enquiries.</p>		
<b>Maths</b>	<p>Number and place value / decimals / negative numbers. Number operations and applying to problems.</p>	<p>Number operations with fractions. Position and direction.</p>	<p>Decimals and percentages. Measurement – statistics.</p>	<p>Measurement – area and perimeter. Ratio and proportion. Algebra. Geometry – properties of shape.</p>	<p>Revision including: Place value, 4 number operations Fractions/decimals/percentages Ratio and proportion, Algebra Measurement KS2 SATs</p>	<p>Problem solving and investigations</p>
<b>Music</b>	<p>Ancient Greece: Explore the oldest complete song, the Seikilos Epitaph and contemporary reference/importance of this song. Compose using the power of timbre, texture and dynamics to reflect the unique symbolic characteristics of the Greek gods.</p>	<p>Shakespeare: Explore different genres of music influence by Shakespeare. Learn to sing and play The Boar’s Head Carol using ostinato.</p>	<p>WWII: Explore Big Band music, the significance of Glen Miller and Dame Vera Lynn. Learn to play Little Brown Jug and create arrangements of familiar songs.</p>	<p>WWII: Compose and improvise own arrangements of familiar tunes leading to group performance demonstrating knowledge of intended effect.</p>	<p>Titanic: Explore Ragtime –The Maple Leaf Rag by Scott Joplin. Explore the piano keyboard.</p>	<p>Film music: Explore and create leitmotifs to represent a musical idea of a character, place or object. Deploy the inter-related dimensions of music to enhance the intended effect.</p>
<b>RE</b>	<p>Listening sensitively to the beliefs held by others and interpret a wide range of religious symbolism.</p>	<p>Knowing how to gather information and evidence from the Bible and making comparisons between how stories are written within the Bible.</p>	<p>Use appropriate religious words to show understanding of things which are sacred to religious people.</p>	<p>Understanding how beliefs affect people and considering how Christians view God and Jesus. Listen sensitively to the beliefs held by others.</p>	<p>Interpreting a wide range of religious symbolism and listening sensitively to the beliefs held by others.</p>	<p>Interpreting Bible stories to draw out meaning for their own situation and selecting statements of belief that they can adopt for themselves.</p>
<b>Science</b>	<p><b>Classifying Living Things</b></p> <p>Describe how living things are classified into groups. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Plan different types of scientific enquiries to answer questions. Record data using classification keys.</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment and that this may lead to evolution.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b>Electricity</b></p> <p>Compare and give reasons for variations in how components of a circuit function. Use recognised symbols when representing simple circuits as a diagram.</p> <p>Use test results to make predictions and to set up further comparative and fair tests.</p>	<p><b>Light</b></p> <p>To use the idea that light travels in straight lines to explain how we see things and why shadows are formed.</p> <p>Reporting and presenting findings from enquiries. Gather and record data.</p>	<p><b>Circulatory System</b></p> <p>Identify and name the main parts of the human circulatory system and their functions. Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</p> <p>Taking measurements using a range of scientific equipment with accuracy. Record data or increasing complexity using scientific diagrams.</p>	
<b>Spanish</b>	<p>Numbers 1-13 Vowels</p>	<p>Days of the week Explaining preferences about days of the week.</p>	<p>Colours Meet and greet</p>	<p>Asking and answering ‘How old are you?’ Months of the year and birthdays.</p>	<p>Describing items in my pencil case.</p>	<p>Descriptions of: Animals Fruit</p>

<p><b>Wellbeing</b></p>	<p><b>Drum Dream Girl</b></p> <p>Understanding my aspirations and goals for the future. Starting our jobs around the school and learning about the importance of jobs.</p>	<p><b>Malala Yousafzai – For the Right to Learn</b></p> <p>Understanding why education is important to me. Understanding the term ‘extremism’ and how to challenge something I do not agree with.</p>	<p><b>The Story of Anne Frank</b></p> <p>Learning what to do if we are worried. Exploring our personal boundaries. Celebrating the diversity of families.</p>	<p><b>Harry Potter and the Half-Blood Prince</b></p> <p>Understanding the effects of tobacco, alcohol and drugs on our health and safety.</p>	<p><b>What Makes a Baby</b></p> <p>Understanding sexual reproduction. Understanding gender identity and challenging stereotypes related to this.</p>	<p><b>Oh, The Places You’ll Go</b></p> <p>Preparing ourselves for the transition to secondary school.</p>
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