



# Whitehouse Primary Curriculum Overview Year 6

	Term 1 - Autumn		Term 2 – Spring		Term 3 - Summer	
<b>History/ Geography</b>	<b>History – Crime and punishment</b>		<b>Geography - Blue Planet</b>		<b>History - World War Two</b>	
<b>English Book Study</b>	The promise Nicola Davies and Laura Carlin  The Three Little Pigs Project	Beowulf Michael Morpurgo  Grimm Tales for Young and Old Phillip Pullman	Crater Lake Jennifer Killick  The Whale Ethan and Vita Murrow	Harry Potter and the philosophers stone	Friend or Foe Michael Morpurgo  'Beyond the lines'	When the Sky Falls Phil Earle
<b>Assessed piece</b>	Piece 1: Letter in role Piece 2: Newspaper article	Piece 3: Own version traditional tale	Piece 1: Flashback narrative	Piece 2: Setting description Piece 3: Non-chronological report	Piece 1: Letter in role Piece 2: Narrative	Piece 3: Diary Entry**
<b>Guided reading book study</b>	Cogheart: Peter Brunzl		Harry Potter and the philosophers stone		Over the lines Tom Palmer	After the War: From Auschwitz to Ambleside Tom Palmer
<b>Maths</b>	Number – number and place value Number – addition, subtraction, multiplication and division Number – addition, subtraction, multiplication and division Number – fractions Geometry – position and direction		Number – fractions (including decimals and percentages) Algebra Measurement Ratio and proportion		Geometry – properties of shapes Number – number and place value Statistics	
<b>Science</b>	<b>Animals including humans</b> -What is the circulatory system? -How does the heart work? -What does blood transport around the body? -Why is exercise and a healthy lifestyle important?		<b>Light</b> -How does light travel? -Which materials make the best reflectors? -How does the eye work? -How do shadows change? -How do mirrors work?	<b>Living things and their habitats</b> -How are animals classified? -How can we classify plants? -What are the 5 main groups of microorganisms?	<b>Electricity</b> -How do I draw a scientific diagram of a circuit? -How does voltage affect the brightness of a bulb? -How do different circuit components affect function? -What is renewable and non-renewable energy?	<b>Evolution</b> -What is adaptation? - What is natural selection? -Who was Charles Darwin? -How are offspring and genetics linked? -How do fossils help us to understand evolution?
<b>Eco Schools</b>	Energy	Water and marine	Biodiversity	Litter and recycling	Global Citizenship	Healthy Living
<b>A&amp;D</b>	Monochromatic (Grammarsaurus Y5)		Chromatic (Grammarsaurus Y5)		Sculpture (Grammarsaurus Y5)	

<b>D&amp;T</b>						
<b>RE</b>	Christians and how to live: what would Jesus do? (Gospel)	Why do Christians believe that Jesus was the Messiah? (Incarnation)	Why do Hindus want to be good?	What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	For Christians, what kind of king is Jesus? (Kingdom of God)	Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)
<b>Music</b>	<b>Dynamics, pitch and texture</b> Theme: Coast – Fingal's Cave	<b>Film music</b>	<b>Theme and Variations</b> Theme: Pop Art	<b>Baroque</b>	<b>Songs of World War II</b>	<b>Composing and performing a leavers song</b>
<b>PE</b>	Tag rugby/SAQ	Dance/Gymnastics	Ball skills/Games: Netball/Hockey		Athletics	Rounders
<b>MFL</b>	<b>French: Beginners Year 6</b> France and its culture, greetings, names, months, numbers,		<b>French: Beginners Year 6</b> birthdays/dates, family, pets, school subjects,		<b>French: Beginners Year 6</b> Sports/hobbies and weather	
<b>PSHRE</b>	Family and relationships	Health and Wellbeing	Citizenship Identity	Safety and the changing body	Economic wellbeing	Transition
<b>Computing</b>	Computing systems and networks: Bletchley Park	Programming: Intro to Python	Creating media: History of computers	Data handling 1: Big Data 1	Data handling 2: Big Data 2	Skills showcase: Inventing a product
	Online safety: Year 6 (To be embedded within the year)					
<b>British Values</b>	Rule of Law	Democracy	Tolerance of other faiths and beliefs	Mutual Respect	Individual Liberty and Justice	
<b>School Values</b>	Respect & acceptance	Resilience	Aspiration & ambition	Reflection & learning	Empathy	Creativity
<b>Reflect ED</b>	1. New skills and Reflecting 2. Growth Mindsets 3. Mistakes		2. Successful learners 2. Reading 3. Problem solving and memory		3. Successful learners 2. Growth mindset 3. Metacognitive talk 4. Plan, monitor and evaluate 5. Reading 6. Checking for understanding 7. Practice, coaching and feedback 8. Problem solving and memory 9. Cooperative learning and teamwork 10. Summary of learning	
<b>RRSA</b>	<p><u>Article 12:</u> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p><u>Article 2:</u> The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from</p> <p><u>Article 38:</u> Governments must do everything they can to protect and care for children affected by war.</p> <p><u>Article 23:</u> A child with a disability has the right to live a full and decent life and to play an active part in the community.</p>		<p><u>Article 14:</u> Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.</p> <p><u>Article 17:</u> Every child has the right to reliable information from the media. This should be information that children can understand.</p> <p><u>Article 29:</u> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p><u>Article 27:</u> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.</p>		<p><u>Article 24:</u> Every child has the right to the best possible health.</p> <p><u>Article 6:</u> Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p> <p><u>Article 31:</u> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	