



Whitehouse Primary Curriculum Overview Year 6 – Cycle B

	Term 1 - Autumn		Term 2 – Spring		Term 3 - Summer	
History/ Geography	History – Marvelous Mayans		Geography – My region and the North region of Brazil		History – Anglo Saxons and Vikings	
English Book Study Pathways to Write: 1st year	Young, Gifted and Black by Jamia Wilson, Race to the Frozen North by Catherine Johnson	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd-Stanton	Malala’s Magic Pencil by Malala Yousafzai, For the Right to Learn: Malala Yousafzai’s Story by Rebecca Langston-George	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin	Radiant Child by Javaka Steptoe, Life Doesn’t Frighten Me by Maya Angelou
Assessed piece	Recount: a series of diary entries	Fiction: write a traditional tale	Outcome Fiction: write a myth	Recount: write an autobiography	Persuasion/information: write an information leaflet	Non-fiction: write an information text for a gallery
Guided reading book study	To read alongside writing text: Race to the Frozen North by Catherine Johnson Harry Potter and the Philosophers Stone		Year 6 - Wonder? Year 5 - Cosmic		Viking Boy	
Maths	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	
Science	Animals including humans/Living Things and Their Habitats		Properties and changes of materials	Forces and magnets	Earth and space	Animals including humans/Living Things and Their Habitats
Eco Schools	Energy	Water and marine	Biodiversity	Litter and recycling	Global Citizenship	Healthy Living
A&D	Monochromatic (Grammarsaurus Y6)		Chromatic (Grammarsaurus Y6)		Sculpture (Grammarsaurus Y6)	
D&T						
RE	Christianity What does it mean if Christians believe God is Holy and loving?	Islam What does it mean to be a Muslim in Britain today?	Judaism Why is the Torah so important to Jewish people?	Creation/Fall Creation and science, conflicting or complimentary?	People of God How can following God bring freedom and justice?	Thematic What matters most to Humanists and Christians?
Music	Composition notation Theme: Ancient Egypt	Blues	South and West Africa	Composition to represent the festival of colour	(Songs of World War II – Year 6)	Musical theatre

				Theme: Holi festival		
PE	Basketball	Dance 1	Gymnastics		SAQ (Fitness)	Cricket/Athletics
MFL	French: Year 4 Planning		French: Year 4 Planning		French: Year 4 Planning	
PSHRE	Family and relationships	Health and Wellbeing	Citizenship Identity	Safety and the changing body	Economic wellbeing	Transition
Computing	Computing systems and networks: Search engines	Data handling: Mars Rover 1	Programming 1: Music	Programming 2: Micro:bit	Creating media: Stop motion animation	Skills showcase: Mars Rover 2
	Online safety: Year 5 (To be embedded within the year)					
British Values	Rule of Law	Democracy	Tolerance of other faiths and beliefs	Mutual Respect	Individual Liberty and Justice	
School Values	Respect & acceptance	Resilience	Aspiration & ambition	Reflection & learning	Empathy	Creativity
Reflect ED	1. New skills and Reflecting 2. Growth Mindsets 3. Mistakes		1 Successful learners 2. Reading 3. Problem solving and memory		1 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	
RRSA	<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. <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 <u>Article 38:</u> Governments must do everything they can to protect and care for children affected by war. <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.		<u>Article 14 :</u> Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. <u>Article 17:</u> Every child has the right to reliable information from the media. This should be information that children can understand. <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. <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.		<u>Article 24:</u> Every child has the right to the best possible health. <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. <u>Article 31:</u> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	