



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	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	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	<u>Animals including humans</u> -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?		<u>Light</u> -How does light travel? -Which materials make the best reflectors? -How does the eye work? -How do shadows change? -How do mirrors work?	<u>Living things and their habitats</u> -How are animals classified? -How can we classify plants? -What are the 5 main groups of microorganisms?	<u>Electricity</u> -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?	<u>Evolution</u> -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?
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	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)
Music	Dynamics, pitch and texture Theme: Coast – Fingal's Cave	Film music	Theme and Variations Theme: Pop Art	Baroque	Songs of World War II	Composing and performing a leavers song
PE	Tag rugby/SAQ	Dance/Gymnastics	Ball skills/Games: Netball/Hockey		Athletics	Rounders
MFL	French: Year 4 Pets At Home		French: Year 4 School Subjects Sports and Hobbies		French: Year 4 Play an Instrument The Weather and Seasons	
PSHRE	Family and relationships	Health and Wellbeing	Citizenship Identity	Safety and the changing body	Economic wellbeing	Transition
Computing	Computing systems and networks: Bletchley Park	Computing systems and networks: Exploring AI	Data handling 1: Big Data 1	Data handling 2: Big Data 2	History of Computers	Skills showcase: Inventing a product
	Online safety: Year 6 (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		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	
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 practice 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.	