

Year Six Curriculum

Autumn 1 - Location	Autumn 2 - Fame	Spring 1 - Events	Spring 2 - Food	Summer 1 - Animals	Summer 2 - Change
<p>Topic: Brazil Geography – Locate the world’s continents and countries using atlases. Explore key areas such as the Equator and the Tropics using Longitude, Latitude and grid references to locate and describe. Geography – Focusing on Brazil, looking at the cities, the people and it’s varied geographical features. Science – Looking at how different living things including rainforest plants and animals are classified. Computing – Continue to develop typing skills and use technology to help present topic work. Art – Make carnival style head-dresses. Create a rainforest model. Languages – Develop aural and written understanding of French. Learn some simple Portuguese (native Brazilian language) words and phrases.</p>	<p>Topic: The Scottish Play Science – Recognise that light travels in straight lines. Explain that we see things because light travels from light sources to our eyes or via objects. Explain how shadows are created and have the same shape as the object that casts them. Geography – Carry out a study of the Norfolk Broads, looking at the water cycle and how they are used. Design Technology – Design, make, evaluate and improve a tool to help you see over things without being spotted! Art – From a variety of resources create detailed drawings which include interesting effects that show reflections and shadows. Languages – Develop aural and written understanding of French.</p>	<p>Topic: Time Travellers History – Look at key British events post 1066 on timelines.  History - Study British aspects or themes which have developed over time. E.g. buildings, transport, food, crime and punishment. Carry out research to allow for the creation of an exhibit. Design Technology – Take inspiration from design through history. Computing - Learning about plagiarism and the importance of referencing sources. Art – Find out about artists through history and use a range of styles and media to enhance our exhibits. Languages – Develop aural and written understanding of French.</p>	<p>Topic: Chocolate Science – Identify the main parts of the human circulatory system, describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise and lifestyle choices.  History – A look at the Ancient Mayan civilisation. Finding out about key events of their time, their beliefs and their ways of communicating. Design Technology – Follow a recipe to create an ancient Mayan drink. Art – Children will create Mayan patterns using reflection and rotation. Languages – Develop aural and written understanding of French.</p>	<p>Topic: Zoologists Science – Learn about how animals have evolved over time and that fossils provide information about animals who lived on the Earth millions of years ago. Recognise that living things produce offspring. History – Children will take part in a whole school Greek Week, focusing on Democracy and Philosophy.  Computing - Program and instruct robots Languages – Develop aural and written understanding of French.</p>	<p>Topic: All the Fun of the Fair Science – Identify common appliances that run on electricity. Science – Construct circuits, naming and drawing the key parts, using switches and testing for insulators and conductors. Design Technology - Research, develop and make a circus game which use electric circuits.  Art - Display circus games in an attractive and creative way. Languages – Develop aural and written understanding of French.</p>
<p>Trips/Visitors: Jose Carlos Ferreira – Brasil Day: Native to Sao Paulo, ‘Duda’ has been creating Samba music with three generations of children in the favelas.</p>	<p>Trips/Visitors: tbcb</p>	<p>Trips/Visitors: Science Museums: A visit to London’s famous museum to look at changes over time and inspire the creation of our own exhibits.</p>	<p>Trips/Visitors: Crucial Crew: Fire, water, online and health and safety event.</p>	<p>Trips/Visitors: tbcb</p>	<p>Trips/Visitors: Norfolk Lakes Residential: Three days, two nights at the Norfolk Lakes Centre where children will develop team working, communication and leadership skills through a range of activities.</p>

<p>Harvest Service: Service at St. Nicholas Church.</p>	<p>Christmas Service:Service at St. Nicholas Church.</p>	<p>Breckland Council: Presentation on victim awareness – ‘Why Me?’</p>	<p>Church Visitors: Members of the local community to join RE Week presentations.</p> <p>Easter Service:Service at St. Nicholas Church.</p>		<p>Wells Beach Trip: A celebration for the end of the school year.</p> <p>Leavers Service:Service at St. Nicholas Church.</p>
<p>English – Descriptive Writing: Develop descriptive writing to produce a commentary of a walk through the rainforest.</p>  <p>Balanced Argument: Whether humans should intervene in the Amazon Rainforest</p>	<p>English – Diary: Write an account from a key character in William Shakespeare’s ‘Macbeth’</p>  <p>Autobiography and Biography: Putting together their very own Autobiography and then using the skills they have learnt to create a biography of a key character.</p>	<p>English – Explanation: Explaining how something mind-blowing from the ‘Wonderlab’ works.</p> <p>Narrative (Quest Story): Reading the story ‘Barrowquest’ and coming up with a whole class quest stories.</p> 	<p>English – Narrative (Short Story):Creating a fifth ‘Golden Ticket’ winner and telling the story of their visit to the famous Chocolate Factory.</p> <p>Newspaper: Reporting on some of wild and whacky events going on at Willy Wonka’s Chocolate Factory.</p> <p>Complaint Letter: Complaining about a sub-standard chocolate bar.</p>	<p>English – Setting Description <i>Descriptive introduction inspired by ‘The Vanishing Forest’</i></p> <p>Non-Chronological Report: Completing a study and a report on animals of interest.</p> <p>Letter: Writing a letter to the Year 5’s about what to expect and how to prepare for the SATs.</p>	<p>English – Play Scripts: Working towards a whole year group performance for an end of year production.</p>  <p>Title of this year’s production to be confirmed.</p>
<p>Maths – Children will study these areas at differing times and in differing depth depending upon assessment data. Number: *place value *addition, subtraction, multiplication and division. *fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry: *shape *position and direction *Statistics</p>	<p>Maths – Children will study these areas at differing times and in differing depth depending upon assessment data. Number: *place value *addition, subtraction, multiplication and division. *fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry: *shape *position and direction *Statistics</p>	<p>Maths – Children will study these areas at differing times and in differing depth depending upon assessment data. Number: *place value *addition, subtraction, multiplication and division. *fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry: *shape *position and direction *Statistics</p>	<p>Maths – Children will study these areas at differing times and in differing depth depending upon assessment data. Number: *place value *addition, subtraction, multiplication and division. *fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry: *shape *position and direction *Statistics</p>	<p>Maths – Children will study these areas at differing times and in differing depth depending upon assessment data. Number: *place value *addition, subtraction, multiplication and division. *fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry: *shape *position and direction *Statistics</p>	<p>Maths – Children will study these areas at differing times and in differing depth depending upon assessment data. Number: *place value *addition, subtraction, multiplication and division. *fractions, decimals and percentages Ratio and proportion Algebra Measurement Geometry: *shape *position and direction *Statistics</p>

PSHE –being updated in line with September 2020 expectations	PSHE – being updated in line with September 2020 expectations	PSHE – being updated in line with September 2020 expectations	PSHE – being updated in line with September 2020 expectations.	PSHE - being updated in line with September 2020 expectations	PSHE being updated in line with September 2020 expectations
RE – Hinduism: Concept: Ahimsa Key question: How was Mahatma Gandhi influenced by the concept of Ahimsa?	RE – Christianity: Children will learn about the Christmas story.	RE - Covered in another topic or half term.	RE – Christianity: Concept: Incarnation Key Question: Was Jesus the Messiah?	RE - Covered in another topic or half term.	RE - Christianity: Concept: Kingdom of God Key Question: How could Christians follow King Jesus and share the Kingdom of God with the world today?
Music – Children will receive weekly Keyboard sessions delivered by the ‘Music Service’.	Music – Children will receive weekly Keyboard sessions delivered by the ‘Music Service’.	Music – Children will complete sessions using the ‘Music Express’ program	Music – Children will complete sessions using the ‘Music Express’ program.	Music – Children will complete sessions using the ‘Music Express’ program	Music – Children will complete sessions using the ‘Music Express’ program
PE - Social Skills and Football	PE - Personal Skills and Hockey	PE - Cognitive Skills and Rugby	PE - Health and Fitness and Rounders	PE - Creative Skills and Athletics	PE - Applying Physical Skills and Cricket.
Other – Responsibilities - Throughout the year children will have the opportunity to become members of school council, house captains, prefects and take on classroom admin jobs. Homework - Children will be expected to complete Maths, Reading and Grammar tasks every week, practise weekly spellings and read at least 3 times a week at home.					