



SJS Year 6 Curriculum Overview – Summer Term		
<p>Reading Intro to Dickens – Oliver Twist Dare to be You (KS2 – KS3 transition) Shakespeare’s Sonnets: – Sonnet 27</p>	<p>Writing Extended third person narrative (adventure stories) Newspaper report – builds on CUSP conflict and peace Discursive writing and speeches. Poems that create images and explore vocabulary – builds on CUSP conflict and peace Shakespeare (Sonnets)</p>	<p>Spelling Statutory Word List ei after c Homophones Adding suffixes Letter string ough Silent letters Etymology – spec, contra, hem/haem, ann(us), iso, cav</p>
<p>Maths Geometry – Shape (3 wks.) Geometry – Position and Direction (1wks.) Themed weeks and Problem Solving</p>	<p>Maths – Key Knowledge Consolidation of key procedures related to number, 4 operations and Fractions, Decimals and Percentages</p>	
<p>History How did conflict change our local area in WW 2? Remember: The Battle of Britain and World War Two. Why was East Anglia described as mini America? Where were the airbases in our locality? Why were these airbases important to the war effort? What effect did these airbases have on our local area? How do we remember the brave men and women who defended our country? Vocabulary – altitude, boisterous, cemetery, penetrate, strategic, supremacy, airbase, axis, bombardment, incendiary, memorial, segregation The Battle of Britain or Five Monarchs through Time (Content to follow)</p>	<p>Geography Settlements What are settlements and where are they found? Do settlements have a pattern? Do people, their movement and economic activity have patterns? Vocabulary – location, resource, distribute, employ, production, consumption, trade, economy, navigate, lowland, migrant, refugee Maps and orienteering Remember: what are 4 and 6 figure grid references? How do we use them? What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? How do I navigate a simple outdoor course using controls? Matala: how do I navigate multiple outdoor courses using controls? How do I plan and set up an orienteering course? Vocabulary – aerial, appreciate, coniferous, distinctive, participant, randomised, checkpoint, control, legend, navigate, orientate, orienteering</p>	<p>Science Electricity What is electricity? How does it work? Do it - How do we build and represent a series circuit? What are the components in a series circuit? Test it - How does the number of cells and voltage affect components in a circuit? Diagnose it – what are the effects and consequences of changing circuit components and batteries? Vocabulary – component, consequence, systematic, represent, source, generate, proton, neutron, electron, terminal, series, voltage. Evolution and inheritance How have living things changed over time? How do we know? How has life evolved over time? What is DNA and what does it do? Are all offspring identical to their parents? Darwin and Wallace – what evidence did they share to argue the case for evolution? Survival of the fittest - how have animals adapted and evolved to suit their environment? Vocabulary – characteristic, adaptation, acquire, theory, modify, generation, evolve, survival, species, clone, inherit, fossil</p>

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<p>Design Technology</p> <p>Electrical Systems Know more than one switch can be used to change the functionality of a product Use switches to adapt a product in response to a design brief Vocabulary – functionality, multi-function, brief, simultaneous</p> <p>Food and Nutrition Know what street foods are Know how snacks can be good foods to eat Make a burrito Make and roll bread dough Make a savoury pastry Vocabulary – nutrient, prove, fry</p>	<p>Art</p> <p>Painting Know depth can be created by layering effects one on top of the other Select and combine appropriate techniques to create the illusion of water and depth Vocabulary – resist, absorb, depth</p> <p>Creative Response Know there are a series of steps in the creative process Know mediums can be combined to create texture and detail Refer to previous knowledge and skills to make creative choices Apply and refine drawing and textile techniques Vocabulary – observational, intentional, combine</p>	<p>Computing</p> <p>3D Modelling (PPA) I can recognise that you can work in three dimensions on a computer. I can identify that digital 3D objects can be modified. I can recognise that objects can be combined in a 3D model. I can create a model for a given purpose. I can plan my own 3D model. I can create my own 3D model. Vocabulary – perspective, handles, placeholder, combine, construct</p> <p>Sensing (PPA) I can create a program to run on a controllable device. I can explain that selection can control the flow of a program. I can update a variable with a user input. I can use a conditional statement to compare a variable to a value. I can design a project that uses inputs and outputs on a controllable device. I can develop a program to use inputs and outputs on a controllable device. Vocabulary – if then else, random, sensing, Micro:bit</p>
<p>PE</p> <p>Dance Perform with clarity, fluency, accuracy and consistency. Execute movements and balances with accurate expression and emotion. Make effective evaluations of an individual, pairs’ or groups strengths and weaknesses. Reflect on their own performances. Consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance. Demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work. Vocabulary - excellent dancers, expression, creativity, emotion, motif, rhythm, choreography</p> <p>Athletics Apply a refined understanding of running for speed, pacing, throwing and jumping for distance. Demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important. Refine their ability to encourage and collaborate with others, communicating developmental feedback and showing respect. Constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example. Vocabulary - tactics, teamwork, speed, distance, evaluation, false start, events</p> <p>Orienteering Refine their developing ability to orientate a map and locate points, returning to base as quickly as possible. Refine their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p>	<p>PSHE</p> <p>Relationships I can identify the most significant people to be in my life so far I know some of the feelings we can have when someone dies or leaves I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening I can use technology positively and safely to communicate with my friends and family. Vocabulary - Grief, bereavement, denial, depression, control, mental health</p> <p>Changing Me I am aware of my own self-image and how my body image fits into that. I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can ask the questions I need answered about changes during puberty. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship. I can identify what I am looking forward to and what worries me about the transition to secondary school.</p>	

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<p>Refine life skills such as cooperation as they collaborate with their team to successfully complete the orienteering challenges. Apply integrity and self discipline as they complete the orienteering challenges. Pupils will refine their leadership skills and take responsibility for others.</p> <p>Vocabulary - navigate, teamwork, strategy, tactics, leadership, responsibility, cooperation</p> <p>Rounders Apply a refined ability to consistently execute throwing, catching, retrieving and batting skills. Demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games. Effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p> <p>Vocabulary - tactics, fielder, bowling, run out, outfielder, umpire</p>	<p>Vocabulary - Menstruation, pubic hair, ovary, sperm, embryo, foetus.</p>	
<p>Performing Arts The Greatest Showman continued Leaver’s Assembly I can learn and recall sequences of movement. I can develop a sequence of movement from a stimulus Develop content with different purposes and audiences. I can project my voice and use expression to clearly convey a range of emotions and characters. I can follow and understand stage direction during a performance. I can discuss my likes and dislikes in relation to drama skills and techniques I can give development points to support/ improve my work and the work of others. I can sing and perform in a range of solo and ensemble contexts, musically, fluently and with accuracy and expression.</p>	<p>RE Christianity Should believing in the resurrection change how Christians view life and death? I can define and use resurrection effectively I can describe how Jesus’ followers were shocked by the stories in the bible I can understand the impact of resurrection on how Christians view life and death Vocabulary: Resurrection, Hallelujah</p> <p>Humanism Why do Humanists say happiness is the goal of life? I can define happiness I can explain how humanists believe they should live their one life I can discuss and understand why Humanists believe happiness is the goal of life Vocabulary: Happiness, empathy, compassion, afterlife</p>	<p>French Read and understand the main points and some of the details in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts. Show confidence in reading aloud, and in using reference materials. Understand the main points and opinions in spoken passages. Give a short, prepared talk that includes opinions. Take part in conversations to seek and give information. Vary language and start to produce extended responses.</p>