




Year 6 - Curriculum Overview 2018-19
(Skills and Topic)

	Autumn Term Realm of the dragons Behind the Bombs	Spring Term Natural Disasters	Summer Term The Greatest Show
English	<p>Texts:</p> <p>'The fire within'</p> <p>'Harry Potter and the Goblet of Fire'</p> <p>'The Hobbit'</p> <p>Non-chronological report writing</p> <p>Information texts</p> <p>'The boy in the striped pyjamas'</p> <p>Character description/ diary writing</p> <p>Newspaper report examples/ setting descriptions/ Information texts.</p> <p>WW1 Battlefield poetry</p> <p>Poetry writing/ figurative language use.</p>	<p>Texts:</p> <p>Information texts</p> <p>Non-chronological report writing</p> <p>'Holes' character description/ diary writing</p> <p>Newspaper report examples/ setting descriptions/ information texts.</p> <p>Poetry writing/ figurative language use.</p>	<p>Texts:</p> <p>The Greatest showman</p> <p>Circus through the ages</p> <p>Picture book study- night of the Gargoyles?</p> <p>Play script reading and writing (linking to production and leavers' assembly).</p> <p>Romeo and Juliet, Twelfth Night, Midsummer Nights Dream.</p>
Maths	Cornerstones Autumn objectives	Cornerstones Spring objectives	Cornerstones Summer objectives.
History	<p><i>A local study (Meriden)</i></p> <p><i>An aspect or theme of British history that extends pupils' chronological understanding beyond 1066</i></p> <p>Start to make connections between local, national and international events and developments and periods in the past</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Know key dates, characters and events of time studied</p>	<ul style="list-style-type: none"> World war focus from Autumn 2 running into Spring will focus largely on the Second World War and the huge impact that it had on our country today. 	
Science	Field Studies Heart and Lungs	Classification Electricity	Light Evolution
Art and Design	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p><i>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</i></p> <p><i>Question and make thoughtful observations about starting points and select ideas and processes to</i></p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a</p>	<p><u>Drawing Lines, Marks, Tone, Form & Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading,</p>

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	<i>use in their work.</i> <i>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</i>	variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work Breadth of study Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	hatching within their own work. Start to develop their own style using tonal contrast and mixed media. <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.
Geography	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it	Volcanoes, earthquakes, tsunamis Exploring natural disasters from around the world; how they occur? Where do they occur? Are there any benefits of natural disasters? Can we prevent them?	
Music	I'll be there Classroom Jazz 2	A new year Carol Happy	You've got a friend Reflect, rewind and replay
Computing	See switched on planning	See switched on planning	See switched on planning
DT	Shelters- Linked to WW2 shelters	Slippers- War time	Controllable vehicle- Lego We Do
PSHE	Jigsaw and Kiva Work Being me in my world Celebrating Difference	Jigsaw and Kiva Work Dreams and Goals Healthy Me	Jigsaw and Kiva Work Relationships Changing Me
PE	Netball/ Real PE planning Quicksticks Gymnastics	Football Martial Arts Dance Tag Rugby/ Real PE	Kwik Cricket Athletics Self defence
RE	Understanding Christianity -God -Creation	Understanding Christianity -People of God -Incarnation -Gospel	Understanding Christianity -Salvation -Kingdom of God
MFL	Establish existing knowledge of French and revise simple phrases.	Build on simple phrases to expand vocabulary and sentence construction.	<i>Listen attentively to spoken language and show understanding by joining in.</i>

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		<p>Compare symbols, objects or products which represent their own culture with those of another country; Recognise similarities and differences between places; Compare traditional stories.</p>	<p>Understand and express simple opinion; Listen attentively and understand more complex phrases and sentences <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts <i>Read carefully and show understanding of words, phrases and simple writing</i> Re-read frequently a variety of short texts; Read and understand the main points and some detail from a short written passage; <i>Describe people, places, things and actions orally* and in writing</i> Make simple sentences and short texts; Match sound to sentences and paragraphs.</p>