




Toft Hill Primary School: Curriculum Overview Year 6

	Autumn	Spring	Summer
English	<p>Reading</p> <p>Skellig – David Almond</p>  <p>Macbeth – William Shakespeare</p> <p>The boy who flew – Fleur Hitchcock</p>  <p>Farther – Grahame Baker-Smith</p> <p>Moth: An Evolution Story – Isobel Thomas (c.c. science)</p> <p>A Christmas Carol – Charles Dickens</p>  <p>Coming Home – Michael Morpurgo</p>	<p>Reading</p> <p>The Girl of Ink & Stars – Kiran Millwood Hargrave</p>  <p>Varmints – Helen Ward (c.c science)</p>  <p>The Longest Night of Charlie Noon – Christopher Edge</p> <p>The Matchbox Diary – Paul Fleischmann</p>	<p>Reading</p>
	<p>Writing</p> <ul style="list-style-type: none"> • Narrative • Setting description • Non-chronological reports 	<p>Writing</p> <ul style="list-style-type: none"> • Narrative • Letters • Explanation 	<p>Writing</p>

Maths	<p>Block 1: Numbers & Place Value</p> <p>Block 2: Four Operations Addition & Subtraction, Multiplication & Division *</p> <p>Block 3: Fractions **</p> <p>Block 4: Position & Direction</p> <p>* PD Mastery 2.24 **PD Mastery 3.9</p>	<p>Block 1: Decimals *</p> <p>Block 2: Percentages *</p> <p>Block 3: Algebra</p> <p>Block 4: Converting Units in Measurement</p> <p>Block 5: Area, Perimeter & Volume</p> <p>Block 6: Ratio & Proportion</p> <p>*PD Mastery 3.10</p>	<p>Block 1: Properties of Shape</p> <p>Block 2: Problem Solving</p> <p>Block 3: Statistics</p> <p>Block 4: Problem Solving</p> <p>SATs revision and SATs week</p> <p>Followed by maths investigations, challenges and projects</p>
Science	<p>Evolution & inheritance Do you know about variation and adaptation?</p> <ul style="list-style-type: none"> • explore theories of Charles Darwin and Alfred Wallace • investigate 'beak' formations and how the Industrial Revolution impacted upon the survival of black peppered moths • examine scientific evidence from plants and animals, including the production and varied use of slime • know how fossils have been used to gather the necessary evidence to support theories of evolution. <p>Which came first the chicken or the egg?</p>	<p>Living things & their habitats Are Kipling's 'just so' stories based on facts?</p> <ul style="list-style-type: none"> • Classification of plants, animals and micro-organisms. 	<p>Animals, including humans</p> <p>Light</p> <p>Electricity</p>

History	<p>A local Study - Birthplace of Railways <i>Why did Shildon's population rapidly grow in the 19th Century?</i></p> <ul style="list-style-type: none"> • Know the local history and the impact of the railways on the town of Shildon. • use a digital mapping programme to look at how the area changed and developed during the early 1900's • use 'Ancestry' to trace personal heritage of residents at that time. • visit the area and walk the original railway route • visit the Locomotion Museum 	No history studied this term.	Local Study: Did the Battle of Britain affect our community?
Geography	<p>Fantastic Journeys <i>Where could we go?</i></p> <p>To spark pupil's curiosity about some of the fantastic places around the planet, pupils will learn about some of the UNESCO World Heritage cultural and natural sites of international significance – <i>from Durham Cathedral to the Great Barrier Reef to Mount Everest.</i></p>	No geography studied this term.	Where has my food come from?



They will develop knowledge of geographical space – where places are located and why they are there, developing knowledge of the way mapping conventions are used at a global scale to accurately describe places, longitude and latitude. They will also use these fantastic destinations as a way into the different biomes of the world and their key features.



PE

Tag Rugby



Dance



Handball

Gymnastics



High 5 Netball






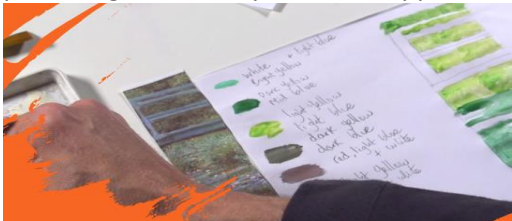




Rounders







Athletics



RE	<p>Why do people use rituals in their lives? What is a ritual and what does it involve?</p> <p>What happens during the rituals of baptism, prayer and wedding ceremonies? What do the gospel stories tell us about the birth of Jesus?</p>	<p>So, what do we know about Christianity? (Exploration through the concepts)</p> <p>Demonstrating understanding of what they have learnt about Christianity through the 4 concepts</p> <p>What do Christians believe and how do they express this?</p> <p>How do these beliefs have an impact upon Christians today?</p> <p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>Islam: What do we already know?</p> <p>What are the beliefs of Muslims?</p> <p>How and where do Muslims worship?</p> <p>What happens during Ramadan?</p>
Art	<p>Birds: Our prehistoric ancestors</p> <p>Children will use different artistic techniques and drawing media including; pencils, paints, printing inks and sculpture resources to become creatively inspired to draw birds including a blackbird, feather and owl, using the context of Skellig (class novel).</p>  <p>Art & Design Skills</p> <p>In this collection of lessons children will learn and develop their skills in: design, drawing, craft, painting and art</p>	<p>Make my Voice Heard!</p> <p>Exploring art with a message, children will look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, create their own artworks that speak to the viewer.</p> 	<p>Photography</p> <p>Through developing their photography skills, children will cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. By familiarising themselves with new photography artists, children can gain a new perspective on the way they look at the people and objects around them, capturing and presenting images in different ways.</p>  <p>Still Life</p> <p>This memory box topic is all about pupils revisiting their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They</p>

	<p>appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.</p> 		<p>will use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a box to showcase their work.</p> 
DT	<p>Cookery: Early 1800s meal</p> <p>Children will work alongside a 'chef' to prepare, cook and enjoy eating a meal from the early 1800's - enhancing their local history study.</p>  <p>Food preparation will include; singing hinnies, golden slices, split pea soup, cream of parsnip soup and corned beef fritters.</p>	No DT in this term.	
Music	<p>Playing a stringed instrument: ukulele</p> <ul style="list-style-type: none"> • Playing and performing solo and in an ensemble • Singing 	No music in this term.	<p>Playing a stringed instrument: ukulele</p> <ul style="list-style-type: none"> • Playing and performing solo and in an ensemble • Singing 
Ancient/Modern		French - The four friends (unit 5)	French - Life and Health (unit 6-10)

languages		<ul style="list-style-type: none"> • Animals • Colours • 'Four friends' story 	<ul style="list-style-type: none"> • Food • Opinions • Healthy eating • Sports • Market • Life cycle of plants • Jack and Beanstalk
Computing		Coding <ul style="list-style-type: none"> • Use conditional sentences (when/then) to program objects • Use mathematical expressions when constructing conditionals eg trigger winning when (If loops >5 then...) • Be able to explain what a program might do and accurately predict the effect of changes 	
On-line safety	<ul style="list-style-type: none"> • Safe and unsafe behaviours • Reporting • Privacy and passwords • Cyberbullying 		<ul style="list-style-type: none"> • Copyright and plagiarism • Commercialism and scams • Searching
PSHE/RSE	Health & Wellbeing <ul style="list-style-type: none"> • To keep themselves and others safe • To recognise how images in the media do not always reflect reality • To make informed choices • To recognise that pressure come from a variety of sources • To recognise emotions and know they might be conflicting 	Relationships <ul style="list-style-type: none"> • To recognise: discrimination, teasing, bullying and aggressive behaviours (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health) • To be aware of different types of relationship • Know that differences and similarities between people arise from a number 	Living in the Wider World <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events (<i>Autumn Term – Performance Poetry: We can be more by Solli Raphael</i>) • To explore and critique how the media present information. • Why and how rules and laws that protect themselves and others are made and enforced

		of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).	SRE How their body will change as they approach and move through puberty
Whole school focus	Anti-bullying week (11 th – 15 th Nov) Work of Charities Black History Month (Oct) Children in Need (Nov) Christmas Jumper day National Obesity Week (13 th – 17 th January)	Safer Internet Day (4 th Feb) World Book Day (5 th March) Science week (9 th – 13 th March) Easter National Day of Happiness (20 th March) Energy Saving Assembly (OASES)	Diversity: LGBT, Awareness days
Experiences	<p>M&M Theatre Production: The Railway Children + workshop NSPCC: Childline workshop Safety Carousel Shildon: local study visit including Locomotion Railway Museum</p>  <p>Auckland Project: Mining Art Gallery – printing and object handling workshop</p>  <p>Macbeth theatre performance Handball tournament</p>	<p>Resilience training: Rainbow's End Residential to Lockerbie Manor</p>  <p>Visit to Beamish: Felling Mining Disaster 1812</p> 	Play in a Day

	Samba band Cookery experience Handball tournament Pantomime Judo Taster session Christmas Party		
Parental involvement	National Poetry Day Assembly Parents' evenings Christmas Production	Parents' evenings	Parents' evenings