Ben Jonson Primary School Year Six Curriculum Overview   2016 - 2017

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topics	**Ancient Greece**	**British History**	**Investigating Rivers**	**Mighty Mountains**	**Setting Goals**	**Linked to final performance**
Narrative	Narrative The Adventures of Odysseus	**Narrative:** **Street Child**	Detective/Crime	N/A	Fantasy Stories	Linked to final performance
Non-Fiction	Non-chronological report	Recount	Newspaper report	**Biography**	Persuasive writing	Discussion Formal Debate
Poetry	Poems with a structure		Poems with figurative language		**Unit 2** Classic narrative poetry	
Text Based Units	The Adventures of Odysseus	Street Child	The Blurred Man	N/A	**Harry Potter**	**Linked to final performance**
Maths	Place value incl. decimals Mental and written addition Mental and written multiplication (time) 2D and 3D shape Mental and written subtraction and division Fractions Fractions, percentages, ratio and proportion Geometry - angles Statistics – pie charts Measurement – length, including perimeter and mass Measurement – area and volume		Place value, sequences and coordinates 2D shape, coordinates, translation and reflection Measurement – temperature, mean Calculating with fractions Mental and written division Mental and written multiplication Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics – line graphs and pie charts		Place value, decimals and fractions Mental and written calculation Calculating fractions, ratio and proportion Coordinates, translation and reflection Algebra and sequences Measurement (length and time) and statistics – mean Measurement – mass and volume / capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape	
Science	**Light** * Does light travel in straight lines? * How are objects seen? * Why do shadows have the same shape as the objects that cast them?	**Evolution and Inheritance** *Living things have changed over (fossils). * Living things produce offspring of the same kind (not identical to their parents). *Identify how animals and plants are adapted to suit their environment in different ways.	**Electricity** * Brightness of a lamp/ volume of a buzzer with the number and voltage of cells used in the circuit. * Variation of components function (brightness of bulbs, the loudness of buzzers and the on/off position of switches). * Symbols when representing a simple circuit in a diagram.	**Animals Including Humans** * Human circulatory system (functions of the heart, blood vessels and blood) * Impact of diet, exercise, drugs and lifestyle on the way their bodies function. * Describe the ways in which nutrients and water are transported within animals, including humans.		**Living Things and Their Habitats** * Classifying living things (similarities and differences) * Classifying plants and animals based on specific characteristics (reasoning)
Visits/Visitors Focus Weeks	British Museum Gilwell	Ragged School Museum	River Thames	N/A	Bowling	Theme Park
Computing	*Atlantic Class* **Computer Science:** Understand computer networks including the Internet: Websites Work with variables: Spreadsheet Use logical reasoning to detect and correct errors in programs **Information Technology:** Analyse and evaluate date: Spreadsheets **Digital Literacy:** Understand the opportunities computer networks offer for collaboration: E-mail and Web 2.0 technology Be discerning in evaluating digital content: Website creation and design Select, use and combine software on a range of digital devices: Video clips in website	*Mediterranean Class* **Computer Science:** Understand computer networks including the Internet: Websites Work with variables: Spreadsheet Use logical reasoning to detect and correct errors in programs **Information Technology:** Analyse and evaluate date: Spreadsheets **Digital Literacy:** Understand the opportunities computer networks offer for collaboration: E-mail and Web 2.0 technology Be discerning in evaluating digital content: Website creation and design Select, use and combine software on a range of digital devices: Video clips in website	*Pacific Class* **Computer Science:** Understand computer networks including the Internet: Websites Work with variables: Spreadsheet Use logical reasoning to detect and correct errors in programs **Information Technology:** Analyse and evaluate date: Spreadsheets **Digital Literacy:** Understand the opportunities computer networks offer for collaboration: E-mail and Web 2.0 technology Be discerning in evaluating digital content: Website creation and design, select, use and combine software on a range of digital devices: Video clips in website	*Atlantic Class* **Information Technology:** Select, use and combine software on a range of digital devices: Audacity, MovieMaker, iMovie, GarageBand, I can present in a media presentation. Design and create systems/programs: Kodu, Scratch, Raspberry Pi **Computer Science:** Solve problems by decomposing them into smaller parts. Use selection in programs. Use logical reasoning to explain how some simple algorithms work.	*Mediterranean Class* **Information Technology:** Select, use and combine software on a range of digital devices: Audacity, MovieMaker, iMovie, GarageBand, I can present in a media presentation. Design and create systems/programs: Kodu, Scratch, Raspberry Pi **Computer Science:** Solve problems by decomposing them into smaller parts. Use selection in programs. Use logical reasoning to explain how some simple algorithms work.	*Pacific Class* **Information Technology:** Select, use and combine software on a range of digital devices: Audacity, MovieMaker, iMovie, GarageBand, I can present in a media presentation. Design and create systems/programs: Kodu, Scratch, Raspberry Pi **Computer Science:** Solve problems by decomposing them into smaller parts. Use selection in programs. Use logical reasoning to explain how some simple algorithms work.
Art	*Mediterranean Class* African Patterns and Masks (Acrylic) The Victorians Ceramic Cameos William Morris Lino Cut Planes for Peace Lizard Art	*Pacific Class* African Patterns and Masks (Acrylic) The Victorians Ceramic Cameos William Morris Lino Cut Planes for Peace Lizard Art	*Atlantic Class* African Patterns and Masks (Acrylic) The Victorians Ceramic Cameos William Morris Lino Cut Planes for Peace Lizard Art	*Mediterranean Class* Hundertwasser Aboriginal Art Pottery	*Pacific Class* Hundertwasser Aboriginal Art Pottery	*Atlantic Class* Hundertwasser Aboriginal Art Pottery
DT	*Pacific Class* Winter Hats Which style of hat would the Ancient Greeks wear?	*Atlantic Class* Winter hats Will this hat keep the royal babies warm?	*Mediterranean Class* Winter hats Is this a good fabric to use for a winter hat?	*Pacific Class* Savoury Pastries What can we bring to a celebration feast?	*Atlantic Class* Savoury Pastries What can we bring to a celebration feast?	*Mediterranean Class* Savoury Pastries What can we bring to a celebration feast?
History	What did it mean to be an Ancient Greek?	What do you need to rule Britain?				
Geography			Why is the River Thames so important to London?	What makes mountains mighty?		Will our natural resources last forever?
PHSE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Christian aid and Islamic relief- can they change the world?(SACRE)	Religion and the individual- Buddhists and Christians(SACRE)	What is spiritual in your life?(SACRE)	Values -what matter most? Christians and Humanists(SACRE)	What is it like to be a follower of the Buddha?(SACRE)	What is the impact of belief- A transitional unit(SACRE)

PE	**Gymnastics** (LCP: Unit 28) Developing shapes and balances, flight, developing flight further, apparatus work and sequence development		**Dance** (LCP: Unit 22) Interpret different stimuli with imagination and flair; create, refine and structure movements and patterns with artistic intention of a dance; communicate the artistic intention of a dance clearly, fluently, musically and with control, refine and structure movements and patterns, organise independent warm-up and cool-down activities to prepare/recover from; describe, interpret and evaluate dance with appropriate language and terminology		**Invasion Games** (LCP: Unit 24) Use good-quality skills effectively; choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand the principles of defence and attack well; design and lead suitable warm-ups; watch performances and suggest improvements **Athletics** (LCP: Unit 29) Running styles, throwing accurately, discus, long jump, high jump and triple jump and relays	
Music	**Exploring rhythm** African drums – cyclic patterns	Music Theory and practice	Guitar technique	Multi-instrument ensembles	Ensemble performance – playing together	Ensemble performance – playing together
MFL	Vocabulary for animals and food. Numbers 61-100. Recognise verbs. Understand main points in a short written passage. Identify different text types. Revise numbers, days of week and months of year. Look at examples of stories and magazines in French and compare with English.		Revise numbers, times tables and respond to mental arithmetic questions. Recognise and use adverbs of time. Ask and respond to questions. Write sentences using a model. Memorise a role in a simple play in French.		Develop a short conversation based on asking/ answering questions. Recognise rhyming questions and rhyming words with differing spelling patterns. Use a dictionary to select vocabulary for written sentences. Research some famous people.	