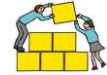




2025/26

Literacy					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
Love that Dog	Cirque du Freak	Romeo and Juliet	Suffragette	Writing challenges	Moth
<p>Express opinions and thoughts on poems.</p> <p>Oral presentation</p> <p>Cold Task- Narrative poem</p> <p>Inference about a character</p> <p>Debate Play script</p> <p>Hot Task – Narrative poem about a memorable moment</p> <p>Floodland</p> <p>Cold Task – write a speech about something they are passionate about.</p> <p>Inference of front cover of new book</p>	<p>Cold task –Can I build suspense and atmosphere in my writing to engage my audience?</p> <p>Make predictions about the text</p> <p>Create a fact page about a spider</p> <p>Hot Task – Creating a fact page about dragons</p> <p>Up levelling writing</p> <p>Character descriptions</p> <p>Synonym work to improve vocabulary</p> <p>Using short sentences, ellipsis and similes to build suspense.</p> <p>Creating your own freak through description</p> <p>HOT TASK - Can I build suspense and atmosphere in my writing to engage my audience?</p>	<p><i>Work in conjunction with RSC associate schools programme</i></p> <p>Analyse prologue</p> <p>Sequence key events</p> <p>Create freeze frames of key events</p> <p>Setting description</p> <p>Explore iambic pentameter</p> <p>Character description</p> <p>Drama activities and hot-seating main characters</p> <p>Dialogue between characters</p> <p>Analyse and discuss meaning of Shakespearean language</p> <p>Rewrite story</p>	<p>Cold Task – Can I write an information text about a cause of my choice?</p> <p>Historical enquiry</p> <p>Infer information from a picture</p> <p>Predict a story from a picture</p> <p>Summarise key events in a story</p> <p>Make inferences about a character’s personality and appearance</p> <p>Write a play script</p> <p>Compare and contrast historical figures</p> <p>Write a rallying cry</p> <p>Formal letter of complaint</p> <p>Write an eye witness statement</p> <p>Newspaper article</p>	<p>Hot Task - Writing a letter of complaint</p> <p>Hot task – Writing a short extract from a story to build characterisation</p> <p>Hot Task – Writing a balanced argument about homework</p> <p>Hot task – Writing a set of instructions about how to plant a sunflower</p> <p>Hot Task – Writing a letter to a new teacher.</p> <p>Hot Task – Writing a speech about saving our environment</p> <p>Hot Task – Writing a story set in a graveyard.</p>	<p>Explore non-fiction writing techniques</p>

Year 6 Curriculum Framework Overview



<p>Focus on opening paragraph and the author's use of short sentences.</p> <p>Tricky vocabulary focus</p> <p>Character descriptions</p> <p>Exploring the words dystopia and utopia</p> <p>Reading comprehension</p> <p>Comparing and contrasting life before and after the flood.</p> <p>Hot seating the main character</p> <p>Giving advice to a character. Writing a letter.</p> <p>Class debate</p> <p>Writing and performing persuasive speech.</p> <p>Poetry, focus on personification of the sea and rivers.</p> <p>Conscious alley, what should the character do?</p> <p>Writing a diary in character.</p> <p>Freeze frames of key moments from the story.</p>			<p>Diary Entry</p> <p>HOT task - Can I write an information text about a cause of my choice?</p> <p>Create a story board about the events of the myth</p> <p>Freeze frames and drama</p> <p>Writing a newspaper about the events at the end of the story.</p>		
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Year 6 Curriculum Framework Overview



HOT Task – write a speech to inspire Eel island.					
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Year 6 Curriculum Framework Overview



Maths					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Place value (inc order, round, estimate, factors, primes)</u> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Solve number and practical problems that involve all of the above.</p> <p><u>Addition, subtraction, multiplication & division:</u> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>Divide numbers up to 4 digits by a two-digit</p>	<p><u>Statistics:</u> Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Calculate the mean as an average.</p> <p><u>Fractions:</u> Compare and order fractions, including fractions > 1</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Generate and describe linear number sequences (with fractions)</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions,</p>	<p><u>Addition, subtraction, multiplication & division:</u> Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Ratio and proportion:</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p><u>Algebra:</u> Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p>	<p><u>Perimeter, area & volume:</u> Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p> <p><u>Assessments:</u></p> <p><u>Position, direction & shape:</u> Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Further consolidation of key topics.</p>	<p><u>Properties of shape:</u> Draw 2-D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Further consolidation of key topics.</p> <p>End of Key Stage 2 assessment (SATs)</p> <p><u>Problem solving challenge:</u> Use a variety of strategies to solve problems, find solutions and complete the challenge.</p>	<p><u>Problem solving challenge:</u> Use a variety of strategies to solve problems, find solutions and complete the challenge.</p> <p>Themed projects, consolidation and transition topics.</p>

Year 6 Curriculum Framework Overview



<p>number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>Perform mental calculations, including with mixed operations and large numbers</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Assessment</p>	<p>writing the answer in its simplest form [for example $1/4 \times 1/2 = 1/8$.</p> <p>Divide proper fractions by whole numbers [for example $1/3 \div 2 = 1/6$.</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $3/8$].</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><u>Measures: converting units:</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</p>	<p>Enumerate possibilities of combinations of two variables.</p> <p><u>Decimals:</u> Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to 2 decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p><u>Percentages:</u> Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages</p>			
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Year 6 Curriculum Framework Overview



	Convert between miles and kilometres.	including in different contexts.			
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Science					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Evolution</u> Measuring/recording data about ourselves e.g. eye colour.</p> <p>Compare features to that of our parents using photographs.</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Group pictures of living things with their environments.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. Position organisms on a timeline.</p> <p>To recognise that living things have changed over time and that fossils provide information about</p>	<p><u>Light</u> Travelling in straight lines</p> <p>Travelling into eyes</p> <p>How shadows are made.</p> <p>Measure shadows.</p> <p>Sort light sources.</p> <p>Conduct light experiments.</p> <p>How light can be reflected.</p> <p>Recognise how light helps us to see colours.</p>	<p><u>Electricity</u> Explain the importance of the major discoveries in electricity.</p> <p>To observe and explain the effects of differing volts in a circuit.</p> <p>To plan a fair investigation involving insulators/conductors.</p> <p>To understand variations in how components function.</p> <p>To conduct a fair investigation.</p> <p>To record data and report findings.</p> <p>To investigate results further.</p>	<p><u>STEM investigations – linked to electricity</u></p> <p>To investigate electricity using potato and lemon circuits.</p> <p>To design and build a steady hand tester game using simple circuitry.</p> <p>To design and build a windmill powered by an electric motor.</p> <p>To investigate different circuits and create a 'firefly'.</p> <p>To explore different voltages in circuits.</p>	<p><u>Living Things and their habitats</u> How to classify living things.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Animals including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>

Year 6 Curriculum Framework Overview



living things that inhabited the earth millions of years ago.					
Computing					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>To recognise the importance of never sharing passwords.</p> <p>To know how to create passwords that are hard to guess but easy to remember.</p> <p>To remember to choose the right security when logging in.</p> <p>To understand that a computer network is a group of computers connected together which allow communication.</p> <p>To understand the internet is many networks connected together.</p> <p>To know a router sends/receives packets of data.</p> <p>To understand computers have their own addresses and that webpage services are called the World Wide Web and can be traced to a webserver.</p>	<p>To recognise the importance of never sharing passwords.</p> <p>To know how to create passwords that are hard to guess but easy to remember.</p> <p>To understand web searches rank searches when searching for information.</p> <p>To understand web pages are written in html</p> <p>To recognise and use basic html</p> <p>To identify situations of harassment or bullying online.</p> <p>To understand what it means to be a bystander.</p> <p>To add an object to a screen.</p> <p>To program simple instructions.</p> <p>To use procedures to move objects on screen.</p>	<p>Learn that there are different ways to intervene and be an upstander</p> <p>To respond to different situations appropriately; to express feelings and opinions in positive, effective ways</p> <p>To test a program for errors (debug)</p> <p>To simplify a program using procedures</p>	<p>Make good decisions about who and what to communicate.</p> <p>Identify when It's better to communicate face-to-face than online</p> <p>To understand the value of mobile technology and its future development.</p> <p>To use development tools to create an app</p> <p>To understand that procedures are a series of statements that can be called repeatedly using only 1 command.</p> <p>To create an app using procedures and variables.</p> <p>To understand that apps are computer programs developed to a plan.</p> <p>To develop strategies for testing and debugging.</p>	<p>Be aware that seeking help of others is a strength.</p> <p>Understand situations where talking it through might help.</p> <p>Be aware of online tools for reporting abuse.</p> <p>Consider when to use them.</p> <p>To understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.</p> <p>To understand how instructions are stored and executed within a computer system.</p> <p>To undertake creative projects using multiple applications across a range</p>	<p>To understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.</p> <p>To understand how instructions are stored and executed within a computer system.</p> <p>To undertake creative projects using multiple applications across a range</p>

Year 6 Curriculum Framework Overview



Year 6 Curriculum Framework Overview



History					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
The Tudors	Medieval Norwich	WW2	WW2		Windrush Generation
Historical context of the Tudor period	Historical context of the Medieval period	What do we already know?	The Holocaust and how the lives of Jewish people were impacted.		Geography and culture of Caribbean
War of the Roses	History of Norwich as a city	WW1 and the Treaty of Versailles	Anne Frank		The Transatlantic Slave Trade
Battle of Bosworth	Newspaper article of the day Norwich became a city.	How WW2 started?	Biography of Anne Frank		The British empires contribution to WW2
News report	Explore the significance of the castle and city walls.	Who were we at war with?	The women of WW2 (link to Suffrage book in Literacy)		The Empire Windrush
Evaluate bias in historical sources on Henry VIII	Letter to residents encouraging them to protect the walls.	Causes of the War	The D-Day landings		Racism in the UK
Creation of the Church of England	The great plague and its impact of Norwich.	Labelling map with axis and allies' powers	Newspaper report		The Bristol Bus Boycott
Persuasive speech	Leaflet on the Black Death	Explore the use of propaganda	VE Day		The Windrush Scandal
Henry VIII wives	Descriptive writing about Norwich street during the plague	Design own propaganda poster	Organise Street party		National Windrush Day
Top trumps cards	Explore the old trades of Norwich (weaving)	The Battle of Britain	Learn WW2 songs and dances		
Investigate the difference between rich and poor	Street map and identify street names influenced by past trades	Create a timeline of the Battle of Britain	Make WW2 food.		
Information sheet	Try some weaving	The Blitz			
Investigate Tudor crime and punishment	Kett's Rebellion	Descriptive writing			
Wanted poster	Persuasive speech	Blitz artwork			
Explore the reign of Mary Tudor and Elizabeth I		Rationing, (maths and DT) cooking food from rations			
Fact file		Compare and contrast modern diet to wartime diet.			
Discuss the role of Mary Queen of Scots					

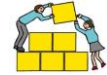
Year 6 Curriculum Framework Overview



Formal letter	Learn about the Norwich 'strangers' Understand why Norwich FC are the canaries Comic strip	Pearl Harbour and the impact it had on the war			
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Geography					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
				Rivers	Brazil
				<p>Locating the largest rivers in the world.</p> <p>Using atlases to identify key continents.</p> <p>Understanding how rivers are formed</p> <p>Key vocabulary (Upper course, middle course, lower course, tributary, meander, estuary, source, mouth, confluence, delta, flood plain)</p> <p>How has water changed the land over time?</p> <p>How the largest rivers over time have been used?</p>	<p>Research the Amazon River and produce a fact file including its source, mouth, length, location and how it is used.</p> <p>Use an atlas to locate Brazil and its neighbouring countries in South American.</p> <p>Locate and learn about the main cities of Brazil: Rio de Janeiro, Sao Paulo and Brasilia.</p> <p>Understand the housing situation in Brazilian cities.</p> <p>Explore the Favelas and what the government are doing to support their population.</p> <p>Understand the different layers of the rainforest</p> <p>Explore Iguazu Falls: how it was formed and how it</p>

Year 6 Curriculum Framework Overview



					impacts the environment around it.
Reading for Meaning					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Texts:</u></p> <p>The Fantastic Flying Books of Mr Morris Lessmore</p> <p>Flood</p> <p>The Rhythm of the Rain</p> <p>Journey to the River Sea</p> <p><u>Skills:</u></p> <p>Introduction of ERIC</p> <p>Development of vocabulary</p> <p>Speed retrieval skills</p> <p>Retrieving evidence from the text</p> <p>Exploring writer's techniques.</p> <p>Introduction of summarising</p> <p>Research key issues discussed in a text</p> <p>Inference skills</p>	<p><u>Texts:</u></p> <p>Where the poppies now grow</p> <p>The boy who harnessed the wind</p> <p>The Tyger</p> <p>My shadow</p> <p>Throwing a tree</p> <p>Sonnet 18</p> <p>Inspirational speeches</p> <p>Christmas Carols</p> <p><u>Skills:</u></p> <p>Evidence retrieval</p> <p>Synonyms and antonyms practise</p> <p>Explore how authors can display emotion</p> <p>Explore suspension building techniques</p> <p>Develop retrieval and inference skills by writing own questions</p>	<p><u>Texts:</u></p> <p>The Highwayman</p> <p>William Shakespeare: Scenes from the life of the world's greatest writer</p> <p>Romeo and Juliet</p> <p><u>Skills:</u></p> <p>Evidence retrieval</p> <p>Synonyms and antonyms practise</p> <p>Explore how authors can display emotion</p> <p>Explore suspension building techniques</p> <p>Develop retrieval and inference skills by writing own questions</p> <p>Analyse evidence to reach a conclusion</p> <p>Discuss the difference between what is being said and what has not been said.</p> <p>APE answers.</p> <p>Reading comprehension</p>	<p><u>Texts:</u></p> <p>Emmeline Pankhurst 1913 speech</p> <p>Inspirational women (non-fiction)</p> <p><u>Skills:</u></p> <p>ERIC skills</p> <p>Develop retrieval and inference skills by writing own questions</p> <p>Gathering evidence from a text</p> <p>Analyse evidence to reach a conclusion</p> <p>Inference skills</p> <p>Speed retrieval skills</p> <p>Evidence retrieval skills</p> <p>Reading comprehension Two sessions a week.</p> <p>Session 1: Complete questions independently</p> <p>Session 2: In small reading groups go through completed</p>	<p><u>Texts:</u></p> <p>Boy in the Stripped Pyjamas</p> <p>War poetry</p> <p>Anne Frank Biography</p> <p>Anne Frank' Diary</p> <p><u>Skills:</u></p> <p>Inference skills</p> <p>Evidence Retrieval skills</p> <p>Summarising skills</p> <p>Using APE to answer key questions from the text</p>	<p><u>Text:</u></p> <p>War Horse</p> <p><u>Skills:</u></p> <p>ERIC skills</p> <p>Speed retrieval skills</p> <p>Inference skills</p> <p>Sequencing events</p> <p>Vocabulary building</p> <p>Summarising skills</p> <p>Retrieval skills</p> <p>Analyse evidence to reach a conclusion</p> <p>Express opinion</p> <p>Use evidence to support an argument</p>

Year 6 Curriculum Framework Overview



	<p>Analyse evidence to reach a conclusion</p> <p>Discuss the difference between what is being said and what has not been said.</p> <p>APE answers.</p>	<p>Two sessions a week.</p> <p>Session 1: Complete questions independently</p> <p>Session 2: In small reading groups go through completed questions focusing on common mistakes and skills to improve structuring answers.</p>	<p>questions focusing on common mistakes and skills to improve structuring answers.</p>		
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Year 6 Curriculum Framework Overview



Art					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
		<u>Kandinsky</u> Art appreciation Colour mixing Recreate piece of Kandinsky's work Explore composition Use digital media software to create surrealist piece of work Curve and dot drawings Colour, instrument, emotion key Create a piece of Art from musical stimulus Perspective drawings Landscapes	<u>Banksy</u> Art appreciation The impact of Street Art. Debate Art or vandalism? Graffiti name tag – inspiration from Keith Harding Who is Banksy? Create stencils and spray paint designs Banksy take-over of school Create mural to represent self. Create stencils and spray paint designs Explore printing Experiment with different techniques of printing Banksy take-over of school	<u>Giacometti</u> Art appreciation Shading and pencil control Self-portraits Surrealism: create a surrealist eye. Cubism: create a cubist portrait. Explore Giacometti's sculptures and recreate in tin foil and then wire.	

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DT					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Engineering project:</u></p> <p>Explore the history of trains</p> <p>Discuss railway safety</p> <p>Explore pulleys and levers</p> <p>Follow methods to build a prototype</p> <p>Undertake a design process using annotation and 3D sketching</p> <p>Share ideas and receive peer feedback.</p> <p>Test and evaluate prototype</p> <p>Refine, improve and perfect a product</p> <p>Design aesthetics of a prototype</p> <p>Analyse and evaluate a product and its effectiveness for a task</p>	<p><u>Food Tech:</u></p> <p>To understand what street food is and its cultural significance</p> <p>To understand the work and life of Yotam Ottolenghi</p> <p>To develop knife, blending and mixing skills</p> <p>To develop different spices and seasonings</p> <p>To work on developing presentation skills</p>				<p><u>Wind turbines:</u></p> <p>Explore Climate change and its impact on food production</p> <p>Understand how wind can be harnessed to generate electricity.</p> <p>Explore how “scrap” can still have a use.</p> <p>Design ideas centred on solving a problem</p> <p>Undertake a design process using annotation and 3D sketching</p> <p>Share ideas and receive peer feedback.</p> <p>Create a prototype and test</p> <p>Refine, improve and perfect a product</p> <p>Analyse and evaluate a product and its effectiveness for a task</p>

Music					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2

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Mighty River	Music notation	Brazilian Music	Christmas	Romeo and Juliet	Composing for protest	Inside Music	Singing and Performance
<p>Errolyn Wallen (BBC 10 Pieces)</p>	<p>Understand how pitch and rhythm are shown in written music</p> <p>Revisit the concept of a musical stave</p> <p>Understand how the notes C, D, E, F, G are represented on the musical stave</p> <p>Use crochets, quavers, minims, semibreves and rests.</p> <p>Compose four bars using</p>	<p>Identifying the rhythms and beats of samba music</p> <p>Understanding the key instruments used in samba music</p> <p>Understanding samba rhythmic beats</p> <p>Listening to, learning and repeating simple samba rhythmic patterns</p> <p>Performing in an ensemble following a short rhythmic pattern.</p>	<p>Singing and Christmas around the world</p> <p>Exploring range and pitch in singing voice</p> <p>Singing a song with expression and sustained notes</p> <p>Singing in two- or -three part harmony</p> <p>Identifying the structure of a piece of music</p> <p>Preparing for a performance</p>	<p>Royal Ballet resource</p>	<p>Understand how music has been used for protest throughout History.</p> <p>Understand how pitch, rhythm and dynamics of music can create a mood</p> <p>Identify rhythms and instruments in pieces of music</p> <p>Experiment with pitch, rhythm and volume</p> <p>Work in a group to create multi-layered compositions</p>	<p>Singing a song with expression and sustained notes</p> <p>Singing in two-part harmony</p> <p>Performing complex song rhythms confidently</p> <p>Identifying the structure of a piece of music</p> <p>Learning to play a melody with chordal accompaniment</p> <p>Experiencing the effect of harmony changing</p> <p>Playing instrumental parts to accompany a song</p> <p>Performing a song with complex structure</p> <p>Listening to and understanding modulation in a musical bridge</p> <p>Preparing for a performance</p>	<p>Singing a song with expression and sustained notes</p> <p>Singing in two-part harmony</p> <p>Performing complex song rhythms confidently</p> <p>Identifying the structure of a piece of music</p> <p>Experiencing the effect of harmony changing</p> <p>Singing in two- or three- part harmony</p> <p>Performing a song with complex structure</p> <p>Listening to and understanding modulation in a musical bridge</p> <p>Preparing for a performance</p>

Year 6 Curriculum Framework Overview



	notes C, D, E, F, G Use musical notation to record compositions				Composing eight bars of layered music Rehearsing, perfecting and evaluating a composition Performing in a group		
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Languages					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<u>Unit 7: Le weekend</u>	<u>Unit 8: Les vêtements</u>	<u>Unit 9: Ma Journée</u>	<u>Unit 10: Les transports</u>	<u>Unit 11: Le sport</u>	<u>Unit 12 On va faire la fête</u>

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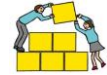
PE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Gymnastics (Getset4PE)</u> To be able to develop the straddle, forward and backward roll.</p> <p>To develop counter balance and counter tension.</p> <p>To be able to link partner balances into a sequence.</p> <p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To develop group balances and sequence work.</p> <p>To be able to create a group sequence using formations and apparatus.</p>		<p><u>Handball:</u> To develop a variety of passes and know when to use each to help to maintain possession.</p> <p>To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.</p> <p>To use defending skills to stop an opponent from scoring.</p> <p>To select and apply the appropriate skill to score goals.</p> <p>To use defensive skills to gain possession.</p> <p>To maintain possession under pressure.</p> <p>To work together to manage, lead and create games.</p> <p>To apply skills, tactics and rules in game situations and to self-manage our games.</p>		<p><u>Athletics (Getset4PE)</u> To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop running over obstacles with greater control and co-ordination.</p> <p>To develop take off position when jumping for height.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	
<p><u>Dance (Getset4PE)</u> THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements.</p> <p>THEME: Stamp, Clap To work collaboratively with a partner to explore and develop the dance idea.</p> <p>THEME: Stamp, Clap To use changes in level and speed when choreographing.</p> <p>THEME: Waiting for... To copy and create actions using a prop as a dance stimulus.</p>		<p><u>Football</u> To be able to dribble the ball under pressure.</p> <p>To pass the ball accurately to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>		<p><u>Cricket (Getset4PE)</u> To develop throwing accuracy and catching skills.</p> <p>To develop underarm bowling accuracy.</p> <p>To develop batting accuracy and directional batting.</p> <p>To develop catching skills (close/deep catching and wicket keeping).</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop the defensive and driving hitting techniques.</p> <p>To develop a variety of fielding techniques and to use them within a game.</p>	

Year 6 Curriculum Framework Overview



<p><u>Golf</u> To develop putting technique and accuracy.</p> <p>To develop the technique for chipping.</p> <p>To develop technique for a short game.</p> <p>To develop the technique for a long game.</p> <p>To select the appropriate shot for the situation.</p> <p>To design a course and select the appropriate shot for the situation.</p>	<p><u>Tennis (Getset4PE)</u> To develop the forehand groundstroke.</p> <p>To be able to return the ball using a backhand groundstroke.</p> <p>To use a split step to react quickly to the ball and keep a continuous rally going.</p> <p>To develop the volley and understand when to use it.</p> <p>To develop the volley and use it in a game situation.</p> <p>To develop accuracy of the underarm serve.</p> <p>To learn to use the official scoring system.</p> <p>To work cooperatively with a partner and employ tactics to outwit an opponent.</p> <p>To show respect, honesty and fair play when competing against an opponent.</p>	<p>To develop long and short barriers and apply them to a game situation.</p> <p><u>OAA (Getset4PE)</u> To build communication and trust whilst showing an awareness of safety.</p> <p>To work as a team to solve problems.</p> <p>To suggest ideas and listen to others.</p> <p>To develop cooperation and teamwork skills.</p> <p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop trust in others.</p> <p>To be able to listen to others and follow instructions.</p> <p>To develop navigational skills and map reading.</p> <p>To be able to use a key to identify objects and locations.</p>
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Year 6 Curriculum Framework Overview



RWE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Christianity</u> Is anything ever eternal? Discuss the meaning of eternity</p> <p>What in life is eternal?</p> <p>Explore how Christian weddings represent eternity</p> <p>Explore how the bible portrays love</p> <p>Discuss the meaning of 'agape'</p> <p>Discuss Christians beliefs in life after death and how this impacts their lives</p> <p>Compare and contrast other religions beliefs on life after death</p> <p>Explore 'Love thy neighbour' what does it mean? How does it affect Christian's lives?</p>	<p><u>Christianity</u> <u>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</u> When you think of Christmas what comes to mind?</p> <p>Assess which traditions reflect the religious meaning of Christmas.</p> <p>Revisit the Nativity story</p> <p>What does Christmas mean to Christians?</p> <p>Compare and contrast different interpretations of the Christmas Story.</p> <p>Explain how different sources portray the significance of Jesus' birth to the Christian faith.</p> <p>Explain and discuss the role incarnation has of the Christian faith.</p>	<p><u>Judaism</u> <u>How special is the relationship Jews have with God?</u> <u>How important it for Jewish people to do what God asks them to do?</u> Discuss how the Jewish only believe in one god.</p> <p>What is a covenant?</p> <p>Discuss the role of Abraham in the Jewish religion.</p> <p>Discuss promise you have made in real life, why are they important</p> <p>Revisit the 10 commandments, how do these impact Jewish people's lives?</p> <p>Discuss the role of the Torah and the synagogue in the Jewish faith.</p> <p>What is the importance of the Mezuzah in the Jewish faith.</p> <p>Special place in their own lives and what they mean to us.</p> <p>Discuss Jewish rules around food.</p> <p>Why do Jews follow these rules?</p> <p>Explain about Kosher foods.</p> <p>Shopping bag quiz</p> <p>Learn about Passover/ Seder Meal</p> <p>Discuss the story of the exodus from Egypt under Moses.</p> <p>What impact has this had on the Jewish faith?</p>	<p><u>Humanism</u> <u>How much of Humanism is based on freedom?</u> How do Humanists decide what to believe?</p> <p>Explore their views of the Earth's creation in contrast to other religions views.</p> <p>Why don't they believe in a god or gods?</p> <p>Explore Richard Dawkin's scale of belief.</p> <p>What do Humanists believe about happiness? Are all humanist's beliefs the same?</p> <p>What do Humanist's value in life?</p> <p>Learn about Humanist festivals and celebrations.</p> <p>How do Humanist beliefs impact a person's life?</p>	<p><u>Christianity</u> <u>Is Christianity a strong religion 2000 years after Jesus was on earth?</u> Discuss people who have influenced them. How did they influence you?</p> <p>Explore which modern day festivals have Christian links.</p> <p>Sorting activity</p> <p>Do only Christian's celebrate these festivals.</p> <p>Discuss any Christian symbols that are still present in everyday life.</p> <p>Explore the impact Christian charities still have in the world, does this show Christianity to be a strong religion?</p> <p>Where in the people are people punished for their Christian beliefs?</p> <p>Where in modern society in Christianity still present?</p> <p>Evaluate all evidence collected and answer the question is Christianity still a strong religion?</p>	

Year 6 Curriculum Framework Overview



		Jewish visitor in to discuss Passover and its importance in the Jewish faith.		
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PSHE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
3D PSHE scheme					
Identified Strengths – Big Dreams	Race and Ethnicity – United States?	Physical Illness – Bleugh!	Healthy Minds – Young Minds	Budgeting – Money Supermarket	Generating Income – Making Money
Identified Strengths – Big Achievers	Gender Stereotypes – Jobs 4 All	Immunisation – One Sharp Scratch	Mental Wellbeing – Mind Business	Consumer Sense – Payment Terms	Generating Income – Raising Money
Setting Goals – ‘Super Futures’	Culture – Cultural Feast	Marriage – I Promise...	Support and Care - Connections	Consumer Sense – A Class Catalogue!	
Setting Goals – I Can Do That!		<u>RSHE</u> How does the media influence how we see ourselves?			
Internet Safety – Fake News		What is puberty?			
		Healthy relationships Rights and responsibilities			
		FGM How to protect ourselves?			