



Curriculum Overview 2020/21

Year 6



English

In English, our children will continue to develop their understanding and use of different sentence structures. This will include: recognising vocabulary and structures that are appropriate for formal and informal writing; use of subjunctive forms; using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; and using expanded noun phrases to convey complicated information concisely.

We will focus on creativity and use of different writing styles; looking at settings, language style, and character within their writing. We will study a full range of different genres of writing such as poetry, information texts and play scripts. Where possible our English lessons will link to the wider curriculum theme.

Reading

Reading is key this year and we have dedicated time for focused reading lessons at least three times each week. As a school we will continue to use the reading VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise) to help the children build sound comprehension skills. We will also have a class novel that teachers will read every day to the class. Something to excite and engage everyone in the wonder of a book!

Maths

We will be extending our understanding of the number system and place value to include larger integers and making connections between multiplication and division with fractions, decimals, percentages and ratio. With a sound understanding of arithmetic, we will learn the language of algebra as a means for solving a variety of problems. In geometry, we will learn to classify shapes with complex properties and will learn the vocabulary they need to describe them.

Wider Curriculum



Autumn Term

Geographical Enquiry Theme

Explore Frozen Worlds

Why? Key questions for us to investigate	Why can't a polar bear eat a penguin?
	How has the whaling industry affected Antarctica?
	Why do people choose to travel to the poles?
	Why are there days when there are no shadows?
	Why is there no native population in Antarctica?

Geography	Comparison of the global regions Antarctica and Artic Physical geography – climate zones Human geography – distribution of natural resources (oil, whales)	Science	Evolution and Inheritance <ul style="list-style-type: none"> Information from fossils Adaptation of plants and animals to suit their environment Evolution over time Light <ul style="list-style-type: none"> Light for sight Behaviour of light to explain shadows
PSHE	Citizenship <ul style="list-style-type: none"> Rights, Rules and Responsibilities Myself and My Relationships <ul style="list-style-type: none"> Family and Friends Anti-bullying 	French	<ul style="list-style-type: none"> À l'école Le weekend
RE	If God is everywhere, why go to a place of worship?	PE	<ul style="list-style-type: none"> Outdoor Adventurous Activity Net and wall games
Wellbeing	<ul style="list-style-type: none"> Marvellous Me Mindful Me 	Computing	<ul style="list-style-type: none"> Digital Literacy (E-safety) Information technology – research tool Espresso Coding – More Complex Variable



Spring Term

Historical Enquiry Theme

Discover World War II

Why? Key questions for us to investigate	1. Why did WWII happen?
	2. Why were some children evacuated during WWII?
	3. Why were ration books still used after the end of WWII?
	4. Why was Derby important to the war effort?
	5. Why did many women learn new skills during WWII?

History	The world before, during and immediately after World War II Derby during WWII – the effect on the people and the landscape	PSHE	Economic Wellbeing <ul style="list-style-type: none"> Financial Capability Healthy and Safer Lifestyles
Science	Electricity <ul style="list-style-type: none"> Series and parallel circuits Changes in the brightness of a lamp/volume of a buzzer Symbols when representing circuits as a diagram 	French	<ul style="list-style-type: none"> La seconde guerre mondiale Les habitats
Wellbeing	<ul style="list-style-type: none"> Community Me Challenge Me 	RE	What do religions say to us when life gets hard?
		PE	<ul style="list-style-type: none"> Invasion Games - tag rugby, football, basketball and netball Dance – Lindy Hop and Charleston
		Computing	<ul style="list-style-type: none"> Information Technology Interrogate data bases Animation



Summer Term

Creative Art and Design Theme

Create Mechanisms

Why? Key questions for us to investigate	1. Why is blood red?
	2. How does the shape of a cam affect movement and why would we use these?
	3. How does music create imagery and emotion?
	4. How can cross-hatching be used to create atmosphere?
	5. How can we compose our own piece of music to inspire a particular emotion?

Art	Illustrations based on the book 'The Invention of Hugo Cabret'	Science	Animals Including Humans <ul style="list-style-type: none"> The circulatory system - heart, blood vessels and blood. Impact of diet, exercise, drugs and lifestyle on the way bodies function. Living Things and their Habitats <ul style="list-style-type: none"> Classification Micro-organisms
Music	<ul style="list-style-type: none"> Composition with art as inspiration Learn to play the ukulele 	PE	<ul style="list-style-type: none"> Striking and Fielding - Rounders and cricket Athletics Gymnastics Dance - robotics
Design Technology	Design and make an automaton <ul style="list-style-type: none"> Use of mechanism to make objects move 	Computing	<ul style="list-style-type: none"> Espresso Coding – Object Properties Digital Safety
RE	<ul style="list-style-type: none"> What matters most to Christians and Humanists? What difference does it make to believe in Ahimsa, Grace and/or Ummah? 	Wellbeing	<ul style="list-style-type: none"> Independent Me Others and Me
PSHE	Healthy and Safer Lifestyles <ul style="list-style-type: none"> Relationships and Sex Education Myself and My Relationships <ul style="list-style-type: none"> Managing Change 		
French	<ul style="list-style-type: none"> Manger et bouger Moi dans le monde 		