



# Curriculum Overview 2021/22

## 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.

### Reading

Reading is key 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 Our Impact on the World

<b>Why?</b> Key questions for us to investigate	What is climate change?
	Where can the effects of climate change be seen across the world?
	How can we make a difference to our environment?
	How and why has Chellaston changed over time?
	How can we see the impact of climate change in the evolution of animals?

Geography	Investigating climate change and the impact humans are having on the world.  <b>Human Geography</b> – How Chellaston and why has changed over time. <b>Physical Geography</b> – Climate zones, comparison of two global regions, distribution of natural resources <b>Field Work Project</b> – What is my local area like?	Science	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>Information from fossils</li> <li>Adaptation of plants and animals to suit their environment</li> <li>Evolution over time</li> </ul> <b>Living Things and their Habitats</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Micro-organisms</li> </ul>
PSHE	Citizenship <ul style="list-style-type: none"> <li>Rights, Rules and Responsibilities</li> </ul> Myself and My Relationships <ul style="list-style-type: none"> <li>Family and Friends</li> <li>Anti-bullying</li> </ul>	French	<ul style="list-style-type: none"> <li>À l'école</li> <li>Le weekend</li> </ul>
RE	If God is everywhere, why go to a place of worship?	PE	<ul style="list-style-type: none"> <li>Outdoor Adventurous Activity</li> <li>Net and wall games</li> <li>Gymnastics</li> <li>Circuit Training</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>Marvellous Me</li> <li>Mindful Me</li> </ul>	Computing	<ul style="list-style-type: none"> <li>Digital Literacy (E-safety)</li> <li>Information technology – research tool</li> <li>Espresso Coding – More Complex Variable</li> </ul>



# Spring Term

Historical Enquiry Theme

# Discover World War II

<b>Why?</b> Key questions for us to investigate	Why did WWII happen?
	Why were some children evacuated during WWII?
	Why were ration books still used after the end of WWII?
	Why was Derby important to the war effort?
	Why did many women learn new skills during WWII?

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



# Summer Term

Creative Art and Design Theme

# Create Theatre Productions

<b>Why?</b> Key questions for us to investigate	Why is blood red?
	Why have Shakespeare's plays retained their popularity for so long?
	Why are there so many different types of theatre?
	Why does it take so many people to get a production to the stage?
	Why is music used in films and theatre productions?

Art	<ul style="list-style-type: none"> <li>Programme design and printing</li> <li>Perspective drawing – scenery design</li> <li>Costume design</li> </ul>	Science	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>The circulatory system - heart, blood vessels and blood.</li> <li>Impact of diet, exercise, drugs and lifestyle on the way bodies function.</li> </ul>
Music	<ul style="list-style-type: none"> <li>Learn to play the ukulele</li> <li>The use of soundtracks in film and stage productions</li> </ul>		
Design Technology	Stage set design <ul style="list-style-type: none"> <li>Props</li> <li>Mechanisms for changing scenery</li> </ul>	PE	<ul style="list-style-type: none"> <li>Striking and Fielding – rounders and cricket</li> <li>Athletics</li> <li>Gymnastics</li> <li>Dance – theatre production</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Espresso Coding – Object Properties</li> <li>Digital Safety</li> </ul>		
PSHE	<b>Healthy and Safer Lifestyles</b> <ul style="list-style-type: none"> <li>Relationships and Sex Education</li> </ul> <b>Myself and My Relationships</b> <ul style="list-style-type: none"> <li>Managing Change</li> </ul>	RE	<ul style="list-style-type: none"> <li>What matters most to Christians and Humanists?</li> <li>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</li> </ul>
French	<ul style="list-style-type: none"> <li>Manger et bouger</li> <li>Moi dans le monde</li> </ul>	Wellbeing	<ul style="list-style-type: none"> <li>Independent Me</li> <li>Others and Me</li> </ul>