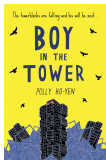



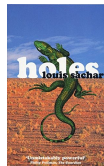


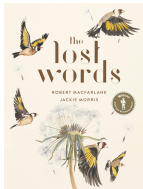
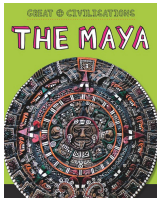
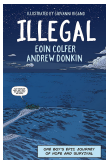




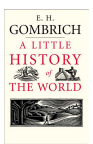

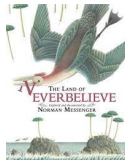

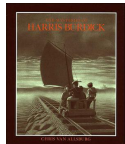
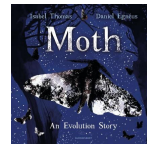
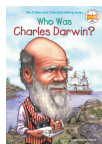
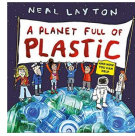

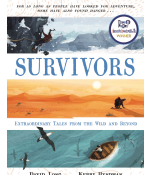


JYS Year 6 Curriculum Overview						
	Term 1 History Focus	Term 2 Geography Focus	Term 3 History Focus	Term 4 Science Focus	Term 5 Geography Focus	Term 6 Art Focus
Year group Theme	The Maya Civilisation	Refugees	Changing Powers of Monarchy & Battle of Britain	Evolution and Inheritance	Plastic Pollution	School Production
Driving Subject	History	Geography	History	Science	Geography	Performing Arts
Key Knowledge to take away	<p><u>History</u></p> <p>To know that the ancient Maya Civilisation had a highly developed writing and number system; a culture rich in art and architecture; and an advanced astronomical system.</p> <p><u>Art</u></p> <p>To know the different primary, secondary and tertiary colours; To know how to create different moods and emotions in art using different colour-mixing techniques.</p>	<p><u>Geography</u></p> <p>To understand the key physical and human factors involved in migration; and to understand why people become refugees.</p>	<p><u>History</u></p> <p>To understand the significance of the Battle of Britain in preventing a full scale invasion of Britain during WWII; and to identify key monarchs in British history since 1066 that have impacted the powers that the monarchy hold today.</p> <p><u>Art</u></p> <p>To know about the works of Henry Moore and understand the importance of proportion in creating clay sculptures.</p>	<p><u>Science</u></p> <p>Know that living things change over time and that this gradual change is called evolution; To know that Charles Darwin posited this theory of evolution by natural selection.</p> <p><u>Geography</u></p> <p>To be able to describe how and why volcanoes occur, by understanding the key physical processes involved; and to know different types of volcanoes: shield, statovolcano, lava dome & caldera.</p>	<p><u>Geography</u></p> <p>To Know the Great Pacific Garbage Patch is a collection of marine debris in the North Pacific Ocean mostly composed of plastic; To know that micro-plastics are currently a subject of major environmental concern.</p>	<p>Music/Drama/Art</p> <p>To know all the ingredients to put on a great show!</p>
Core Vocab	Mesoamerica, pok-ta-pok, vigesimal number system, lithography, Copan, Chichen Itza, Palenque, hieroglyphs, codex, cacao, maize	refugee, internally displaced person, asylum seeker, migrant, returnees,	Evacuee, spitfire, Blitz, Winston Churchill, Adolf Hitler, Nazis, messerschmitt, maquette, proportion, form,	shield, statovolcano, lava dome & caldera volcanoes; evolution, natural selection,	gyres, micro-plastics, versatile, synthetic, flexible, mouldable, non biodegradable,	act, audition, backstage, cast, characterisation, collaboration, gesture, improvisation, pacing, rehearsal, scenery
Published Outcomes	<p>Writing in role (Boy in the Tower)</p> <p>Short narrative (The Viewer)</p> <p>Business Plan (Enterprise Week)</p> <p>Poetry (The Lost Words) & Watercolour painting - Art</p>	<p>News Article (The Island)</p> <p>Scientific Report (Electricity Experiment)</p> <p>Persuasive Advert (The Dyson Project) + Prototype Model</p> <p>A tasty soup - DT</p>	<p>Suspense narrative (Ghost Story)</p> <p>Balanced Argument (Monarchy)</p> <p>Poetry (Battle of Britain)</p> <p>Clay sculpture - Art</p>	<p>Information Report (The Land of Neverbelieve)</p> <p>Setting Description (The Galapagos Islands)</p> <p>Narrative openers (Harris Burdick)</p> <p>Dance Performance Video</p>	<p>Character Description (Holes)</p> <p>Free Choice writing</p> <p>Eco Art</p>	<p>Scientific Report (Heart Rate Experiment)</p> <p>School Production Programme</p> <p>School Production Show</p> <p>End-of-Year School Letter</p>
Learning Launch / Enrichment	History morning with Paul Ullson	Dyson Project	History morning with Paul Ullson	Dance with Mrs Royce	Carrie Cort Workshop	Residential trip to Cobnor

(Hook, Trips, Visits)	Enterprise Week Squash Coaching		Magistrates Day			Trip to Pallant House
Reading Core Text	 <p>Whole Class Reader</p> <p>Boy in The Tower by Polly Ho Yen</p>	 <p>Class reader & One Chapter Extracts</p> <p>Letters from the Lighthouse by Emma Carroll Beetle Boy - M.G Leonard Floodland - Marcus Sedgwick Goodnight Mr Tom - Michelle Magorian Once – Morris Gleitzman The London Eye Mystery - Slobhan Dowd Malamander - Thomas Taylor Nowhere Emporium - Ross Mackenzie</p>	 <p>Whole Class Reader</p> <p>Clockwork Or All Wound Up by Pilip Pullman</p>	 <p>Class Reader</p> <p>Darwin's Dragon by Lindsey Galvin</p>	 <p>Class Reader</p> <p>Holes by Louis Sacher</p>	 <p>Class Reader</p> <p>Crater Lake by jennifer killick</p>
Additional Text	  	  	   	    	  	
Writing Focus	<p><u>Writing in Role</u> (Boy in the Tower)</p> <ul style="list-style-type: none"> • use expanded noun phrases to add detail & description • use coordinating conjunctions to link two main ideas. 	<p><u>News Article</u> (The Island)</p> <ul style="list-style-type: none"> • use relative clauses to add further detail. • use brackets, dashes and commas for parenthesis. 	<p><u>Suspense narrative</u> (Ghost Story)</p> <ul style="list-style-type: none"> • use inverted commas correctly to punctuate speech. • integrate dialogue in narratives to convey character and advance the action. 	<p><u>Information Report</u> (The Land of Neverbelieve)</p> <ul style="list-style-type: none"> • use colons to link related clauses. • use dashes to mark parenthesis and/or extra information. 	<p><u>Character Description</u> (Holes)</p> <p>Focus on individual Target cards</p> <p><u>Free Choice Writing</u></p> <p>Focus dependent of individual Target cards</p>	<p><u>Scientific Report</u> (Heart Rate Experiment)</p> <p>Focus dependent of individual Target cards</p> <p><u>Production programme</u></p>

	<p><u>Short narrative (The Viewer)</u></p> <ul style="list-style-type: none">• use subordinate clauses to add detail or context, including in varied positions• use a wide range of sentence structures to add interest <p><u>Poetry (The Lost Words)</u></p> <ul style="list-style-type: none">• use a range of figurative devices such as similes, alliteration, metaphors and personification.	<ul style="list-style-type: none">• use passive voice to remain formal or detached, <p><u>Scientific Report (Electricity Experiment)</u></p> <ul style="list-style-type: none">• use further organisational and presentational devices to structure text and to guide the reader eg headings, bullet points, tables etc. <p><u>Persuasive Advert (The Dyson Project)</u></p> <ul style="list-style-type: none">• use short sentences for emphasis• use of the subjunctive form for formal structure• use imperative and modal verbs to convey urgency.	<ul style="list-style-type: none">• use SNOTT clues to hint how a character is feeling. <p><u>Balanced Argument (Monarchy)</u></p> <ul style="list-style-type: none">• use a range of devices to build cohesion across across the text,• use semi - colons to mark related clauses <p><u>Poetry (Battle of Britain)</u></p> <ul style="list-style-type: none">• use a range of figurative devices to help describe the atmosphere.	<ul style="list-style-type: none">• select language that shows good awareness of the reader. <p><u>Setting Description (The Galapagos Islands)</u></p> <ul style="list-style-type: none">• use a wide range of sentences structures to add interest. <p><u>Narrative openers (Harris Burdick)</u></p> <ul style="list-style-type: none">• draw upon previous focuses to describe settings, characters and atmosphere	<p>Focus dependent of individual Target cards</p> <p><u>End-of-Year School Newsletter</u></p> <p>Focus dependent of individual Target cards</p>	
Reading Focus	<p>Retrieve and record information / identify key details from fiction and non-fiction texts.</p> <p>Predict what might happen from details implied.</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases.</p> <p>Summarise main ideas from a full text.</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Make comparisons within and across texts.</p>					
Maths	<p>Number: Place Value Numbers to 10 million Compare and order any number Round any number Negative numbers</p> <p>Number: Four Operations Add and subtract integers Multiply up to a 4-digit number by 2-digit number Short division</p>	<p>Fractions Equivalent fractions Simplify fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract fractions Add and subtract mixed numbers Multiply fractions by fractions Multiply fractions by integers</p>	<p>Number: Decimals Decimals up to 3 decimal places Multiply by 10, 100,1000 Divide by 10, 100, 1000 Multiply decimals by integers Divide decimals by integers Division to solve problems Decimals as fractions Fractions to decimals</p>	<p>Converting Units Metric measures Convert metric measures Calculate with metric measures Miles and kilometres Imperial measures</p> <p>Measurement: Perimeter, Area, Volume Area and perimeter Area of a triangle</p>	<p>Statistics Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p>	<p>Consolidation and themed projects</p>

	Division using factors Long Division Factors Common factors Common multiples Primes to 100 Squares and Cubes Order of operations Mental calculations and estimation Reasons from known facts	Four rules with fractions Fractions of an amount Fractions of an amount - find a whole Geometry: Position and Direction The first quadrant Four Quadrants Translations Reflections	Percentages Fractions to percentages Equivalent FDP Order FDP Percentage of an amount Percentages – missing values Algebra Find a rule – one step Find a rule – two step Forming expressions Formulae. Forming equations Solve simple one-step equations Solve simple two-step equations Find pairs of values Enumerate possibilities	Area of a parallelogram Volume – counting cubes Volume of a cuboid Ratio Ration and fractions Introducing the ration symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems	Geometry: Properties of Shape Measure with a protractor Calculate angles Vertically opposite angles Angles in a triangle Angles in a quadrilateral Angles in regular polygons Draw shapes accurately Draw nets of 3-D shapes Revision	
Science	Living Things and their Habitats <i>WALT: Classify living things, including microorganisms, based on their characteristics.</i>	Electricity <i>WALT: Construct parallel electrical circuits and explore how this impacts the components in it.</i>	Light <i>WALT: Recognise that light travels in straight lines and explain how we can see.</i>	Evolution and Inheritance <i>WALT: Recognise how animals have adapted to suit their environment.</i>		Animals, including Humans <i>WALT: Recognise the impact of diet, exercise, drugs and lifestyle on the circulatory system.</i>
History	<u>The Maya Civilisation</u> NC: A non-European society that provides contrasts with British history WALT Understand the ancient Maya Civilisation around AD 900. Key Questions Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? What numbers did the Maya use in Maths? How do we know about the Maya?		<u>Changing Powers of Monarchy</u> NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Explore the key events in British history that have affected the changing power of the monarchy and have impacted on the powers that the monarchy hold today. The chronological change from the Divine Right of Kings to a Constitutional Monarchy. The Normans; The Plantagenets; The Tudors; The Stuarts; The Hanoverians; The Widsors <u>Battle of Britain</u> WALT understand the significance of the Battle of			

			Britain in preventing a full scale invasion of Great Britain during WWII;			
Geography		Refugees Environmental issue: migration factors WALT map the journey of a Syrian refugee to England; understanding key physical and human factors involved in migration.		Volcanoes Environmental issue: human cost of natural disasters WALT identify the location of volcanic regions around the world. WALT describe how and why volcanoes occur, by understanding the key physical processes involved. <i>In-depth study of the Galapagos Islands, off the west coast of Ecuador, South America</i>	Plastic Pollution Environmental issue: pollution WALT identify different ways that plastic waste impacts on the environment. <i>What is plastic waste? Where does it come from? Where does it go to? What can we do about it?</i>	
	Reading Maps 1-5	Reading Maps 6-10	Reading Maps 11-15	Reading Maps 16 - 20	Reading Maps 21-25	
Computing	<u>Computing systems and networks - Communication and collaboration</u> WALT explain the importance of internet addresses.	<u>Creating media – Web page creation</u> WALT review an existing website and consider its structure.	<u>Programming A – Variables in games</u> WALT define a ‘variable’ as something that is changeable.	<u>Data and information - Introduction to Spreadsheets</u> WALT build a data set in a spreadsheet.	<u>Creating media – 3D Modelling</u> WALT recognise that you can work in three dimensions on a computer.	<u>Programming B - Sensing movement</u> WALT design a project that uses inputs and outputs on a controllable device.
Music	The Ukulele (Year 1) • How to hold a Ukulele • Strum crotchets and quaver rhythms (‘bug’ ‘spi-der’) • Compose using these rhythms • Play individual string • Combine performing with voice and ukulele strings/strum rhythms	The Ukulele (Year 1) Chords • Play C Major chord • Compose using a combination of crotchet and quaver strums of the C major chord • New performance techniques using C Major chord • Listen to own performance and appraise	The Ukulele (Year 1) New Techniques/ Switching Chords (1) • Learn a new song • How to change between 2 chords • How to play different tempos • How to switch between A minor and C major • Play F major • Learn new words for dynamics • Compose new lyrics for song and perform • Learn to switch between C major, F major and A minor		Ukulele (Year 1) Switching Chords (2) • Learn several new songs and techniques • Perform extended song • Learn new chord G7 • Learn caterpillar rhythm (semiquavers) • Play chord to the Ukulele Blues Compose in groups of 4 using 4 chords	Genres Study music from 1960’s – Present Day.
Art	Painting - WALT express mood and emotions showcasing a range of different painting techniques.		Sculptures - WALT explore sculptures focusing on form.			Printmaking WALT make screen printed patterns using overlaid patterns
DT		Cooking and hygiene: soup WALT choose foods which are in season and know where the food has come from and how it is grown.		Structures: bird boxes WALT cut wood neatly to 1mm accuracy and join materials with glue, nails and screws.	IT Control and Monitoring: micro:bits WALT use coding to help design a product.	
RE	Religious Leaders Christianity, Judaism, Sikhism, Hinduism, Islam WALT describe and compare the role of religious leaders within different faith communities.	Sacred and Secular Christmas Christianity and Secular WALT compare Christian and secular celebrations of Christmas.	Creation stories Christianity, Judaism, Islam, Sikhism, Hinduism <i>NB: Buddhism - Buddhists do not believe in God, so there is no creation story.</i>	Eternity Abrahamic religions: Christianity, Judaism, Islam, Dharmic religions: Buddhism, Hinduism, Sikhism	Inspirational People of Faith WALT learn about the lives of different people of faith and to understand what inspires and motivates them to live in a particular way.	Living together harmoniously WALT consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas

	<p>WALT identify the role of leaders in my life and make comparisons to the role of faith leaders.</p> <ul style="list-style-type: none"> • Priest – Christianity; • Rabbi – Judaism; • Granthi – Sikhism; • Priest – Hinduism; • Imam – Islam. 		<p>WALT analyse a range of different religious creation stories.</p> <p>WALT explain why Jews and Christians have the same creation story.</p> <p>WALT compare scientific understanding of creation to religious creation stories.</p>	<p>WALT describe the Hindu and Buddhist beliefs in reincarnation.</p> <p>WALT explain what Christians believe happens after death.</p> <p>WALT compare our own beliefs to the religious beliefs in eternity.</p> <p>Immortality, Reincarnation and Heaven</p>	<p>WALT analyse what we find inspiring about these people.</p>	<p>about community, values and respect.</p>
PE	<p>Gymnastics WALT mirror and match partner's balance</p> <p>Netball WALT be able to play in all positions</p>	<p>Dance WALT create longer, challenging dances</p> <p>Ultimate Frisbee WALT be able to catch with confidence and play strategically</p>	<p>Gymnastics WALT explore and develop control in taking some / all of a partner's weight using counter balance</p> <p>Football WALT develop attack & defence strategies in a game</p>	<p>Dance WALT use choreographic devices such as motif and retrograde</p> <p>Dodgeball WALT be able to catch with confidence and play strategically within a team</p>	<p>Cricket WALT bowl well with consistency</p> <p>Athletics WALT perform relay change-overs.</p>	<p>Tennis WALT make choices about which shots to play in a game</p> <p>Rounders WALT bowl well with consistency</p>
MFL	<p>Unit 1 Konnichiwa! Learn to introduce themselves and greet others. They begin to respond to and ask questions about name and age. They understand where Japan is and that Japanese is spoken in Japan</p>	<p>Unit 2 Omedetoo! Learn about Japanese characters, and how to write their names in Japanese in <i>katakana</i>. Learn how to match Japanese sounds to their respective characters, how to write a greeting card in Japanese, and how to say the name of the month in which they celebrate their birthday.</p>	<p>Unit 3 Uta to Geemu Listen and respond to a well-known Japanese song. Children learn or extend their knowledge of numbers to 20 and play games. They follow simple instructions for making おりがみ (origami). Children learn how to talk about their favourite games.</p>		<p>Unit 4 Iro to Karada Children describe colours and learn the names for the main parts of the body. They ask and answer questions about physical appearance. They will also play games using pictures and traditional Japanese <i>ukiyo-e</i> drawings.</p>	
PSHE	<p>Citizenship – Rights, Rules and Responsibilities</p>	<p>Myself and My Relationships – My Emotions</p> <p>*Myself and My Relationships – Anti-bullying</p>	<p>Citizenship – Working Together</p> <p>Healthy and Safer Lifestyles – *Digital Lifestyles (also see the computing curriculum for 'e-safety' content)</p>	<p>Healthy and Safer Lifestyles – Managing Safety and Risk</p>	<p>Myself and My Relationships – Managing Change</p>	<p>Healthy and Safer Lifestyles – *Relationships and Sex Education</p>

