

# LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project</b>	<b>ID &amp; The Heart</b>	<b>Frozen Kingdom</b>	<b>Fallen Fields</b>	<b>Victorian Middlesbrough (Revolution)</b>	<b>Gallery Rebels</b>	<b>The Maya</b>
<b>Science</b>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Circulatory System</li> <li>• Water Transportation</li> <li>• Impact of exercise on body</li> </ul> <p><b><u>Evolution &amp; Inheritance</u></b></p> <ul style="list-style-type: none"> <li>• Identical &amp; non identical offspring</li> </ul>	<p><b><u>Evolution &amp; Inheritance</u></b></p> <ul style="list-style-type: none"> <li>• Adaptation &amp; Evolution</li> <li>• Fossil Evidence &amp; evolution</li> </ul> <p><b><u>Living Things &amp; their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• Classification of living things &amp; the reason for it</li> </ul>		<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Electrical components</li> <li>• Simple circuits</li> <li>• Fuses and voltage</li> </ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• How light travels</li> <li>• Reflection</li> <li>• Ray models of light</li> </ul>	
<b>Geography</b>		<p><b><u>Topic Taught Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps and globes to locate the equator, the tropics of cancers and Capricorn and the Greenwich meridian</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the names of a number of European capitals</li> <li>• Know the names of and locate the major capital cities across the world</li> <li>• Know the names of and locate at least eight Europeans countries</li> </ul>	<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Know why industrial areas and ports are important</li> <li>• Know what is meant by biomes and what are the features of a specific biome</li> <li>• Know main human and physical differences between a developed and third world country (UK and Africa)</li> <li>• Understand the distribution and trade links of Britain including:                             <ul style="list-style-type: none"> <li>- settlement and land use</li> <li>- economic activity including trade links</li> <li>- The distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>		<p><b><u>Geographical Skills and Fieldwork Coast</u></b></p> <ul style="list-style-type: none"> <li>• Use 8 compass points confidently and accurately</li> <li>• Use 4 figure co-ordinates confidently to locate features on a map</li> <li>• Begin to use 6 figure grid references; use latitude and longitude on an atlas map</li> <li>• Draw a variety of thematic maps based on their own data</li> <li>• Begin to draw plans of increasing complexity</li> <li>• Use/recognise OS map symbols</li> <li>• Use atlas symbols</li> <li>• Draw a plan view map accurately</li> </ul>

History			<p><b><u>Beyond 1066 – WWI</u></b></p> <ul style="list-style-type: none"> <li>• Explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• Know how Britain has had a major influence on the world</li> </ul>	<p><b><u>The Victorians</u></b></p> <ul style="list-style-type: none"> <li>• Explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• Know how Britain has had a major influence on the world</li> </ul> <p><b><u>Local study (Post 1066)</u></b></p> <ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>		<p><b><u>The Maya (Civilisations from 1000 years ago)</u></b></p> <ul style="list-style-type: none"> <li>• Know about the impact that the Maya ancient society had on the world</li> <li>• Understand why the Maya were considered an advanced society in relation to that period of time in Europe</li> </ul>
Art	<p><b><u>Sculpture:</u></b> Create a sculpture using household materials to show personality, hobbies or reflect an important event</p> <p><b><u>Drawing:</u></b> anatomical sketches of the heart (Leonardo Da Vinci)</p> <p><b><u>Painting:</u></b> Linked to anatomical sketches</p>			<p><b><u>Digital Media:</u></b> Create some digital art linked to the Year 6 Motivational Song to be displayed on PowerPoint behind the performance</p> <p><b><u>Sculpture:</u></b></p>	<p><b><u>Drawing:</u></b> Developing shading techniques and depths of colour to recreate <b>Edvard Munch's</b> 'The Scream' showing mood</p> <p><b><u>Drawing:</u></b> Creating self-portraits in the abstract style of <b>Pablo Picasso's</b> 'Weeping Woman' using a choice of mediums</p> <p><b><u>Printing:</u></b> Creating patterns using overprinting and the colour wheel</p>	
DT	<p><b><u>Textiles:</u></b> Design, make and evaluate an outfit in the style of <b>Thomas Burberry</b> or <b>Vivienne Westwood</b></p> <p><b><u>Food Technology:</u></b> Design, make and evaluate a healthy meal</p>	<p><b><u>Materials:</u></b> Design, make &amp; evaluate igloos</p>	<p><b><u>Electrical:</u></b> Design, make and evaluate a battery-operated light</p>		<p><b><u>Materials:</u></b> Design, make and evaluate a sculpture inspired by <b>Alfie Bradley</b> (The British Ironworks Centre)</p>	

<b>Computing</b>	<p><b><u>Online safety:</u></b> To learn how to access and use technology (software and hardware) safely and responsibly, in line with their appropriate age and year group</p>	<p><b><u>Coding:</u></b> To create and debug simple programs (using 2Go) and in the process looking at programming, sequencing and debugging by designing, creating and evaluating a text-based adventure game</p>	<p><b><u>Spreadsheets:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to plan a school event and plan how to spend pocket money by using 2Calculate</p>	<p><b><u>Blogging:</u></b> Understand computer networks, including the Internet and the opportunities they offer for communication and collaboration by creating an evaluating a real-life blog, as well as how to be responsible and safe when online</p>	<p><b><u>Text Adventures:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and creating a map-based text adventure using 2Code, 2Connect and 2Create a Story</p>	<p><b><u>Networks:</u></b> Understand computer networks, including the Internet and the opportunities they offer for communication and collaboration by researching about Tim Berners Lee and what the future of the internet might hold using 2Connect</p> <p><b><u>Quizzing:</u></b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design a series of quizzes to test friends and teachers using 2Quiz, 2DIY and 2Investigate</p>
<b>Music</b>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Harvest festival</u></b> To play and perform in an ensemble to celebrate the Harvest festival.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Carol concert</u></b> To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Motivation assembly</u></b> To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged</p>	<p><b><u>Charanga</u></b> Happy</p> <p><b><u>History of music.</u></b> To use Music box to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music.</p>	<p><b><u>Singing tuition</u></b> To study the inter-related dimensions of music through singing.</p> <p><b><u>Garage Band</u></b> To use Garage Band to compose simple songs using the inter-related dimensions of music.</p>
<b>MFL</b>	<p><b><u>Bonjour</u></b> Saying hello and goodbye Asking and saying your name Asking and saying how you are Nouns (musical instruments) Number 1 - 10</p>	<p><b><u>En classe</u></b> Classroom objects Colours Saying your age Classroom instructions</p>	<p><b><u>Mon corps</u></b> Introducing parts of the body Describing eyes and hair Days of the week Character descriptions</p>	<p><b><u>Les animaux</u></b> Animals and pets Numbers 11 – 20 Giving someone’s name Describing someone</p>	<p><b><u>La famille</u></b> Identifying members of your family The alphabet Household items Using prepositions <i>sur</i> and <i>dans</i> to describe position</p>	<p><b><u>Bon Anniversaire!</u></b> Recognise and asks for various snacks Giving opinions about food Numbers 21 – 31 Months of the year</p>

PE	<p><b><u>Tag rugby</u></b> Defending, attacking, throwing, catching, running and dodging.</p>	<p><b><u>Fitness</u></b> Different components of fitness including speed, stamina, strength, coordination, balance and agility</p>	<p><b><u>Dance</u></b> Developing an idea or theme into dance choreography.</p>	<p><b><u>Hockey</u></b> Improve defending and attacking skills playing even-sided games. fluency in dribbling, sending and receiving a ball in a small game</p>	<p><b><u>Basketball</u></b> Defending, attacking, throwing, catching, dribbling and shooting</p>	<p><b><u>Athletics</u></b> Long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p>
PSHE	<p><b><u>Being me in my world</u></b> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p><b><u>Celebrating difference</u></b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p><b><u>Dreams and goals</u></b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p><b><u>Healthy me</u></b> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p><b><u>Relationships</u></b> Mental health Identifying mental health, worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p><b><u>Changing me</u></b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition</p>
RE	<p><b><u>What do religions say to us when life gets hard?</u></b> What questions have you got about what happens when we die? What do some people think carries on after we have died? What is our soul? Do some people believe that you come back to life as a different thing? What is reincarnation? Do you get to heaven if you do things wrong? What do Christians think happens when we die? What do people who don’t believe in God think happens when we die? What different ideas are there about what happens when we die? What do I think?</p>		<p><b><u>Is it better to express your religion in arts and architecture?</u></b> What is a sacred place? Are all places sacred? How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? Muslim calligraphy, painting and poetry: what is inspiring? How do Christians use art in worship and in remembering Jesus? Can a Christian place of worship be a building for the ‘glory of God’? What does this mean? How and why do Muslim charities try to change the world? How and why does Christian Aid try to change the world? What matters more to Christians &amp; Muslims: art and architecture or generosity and charity? What matters more to you?</p>	<p><b><u>What matters most to Christians and Humanists?</u></b> Do rules matter? Why? What is a code for living? Who is a humanist? What codes for living do non-religious people use? What can we learn from discussion and drama about good &amp; bad, right &amp; wrong? What codes for living do Christians try to follow? Peace: is it more valuable than any money? Can we create a code for living that would help the world?</p>	<p><b><u>What difference does it make?</u></b> What does it mean for Hindus, Muslims and Christians to commit to key beliefs? How do Muslim people build their community, the Ummah, by following their Prophet? How does it feel to be a part of the Muslim Ummah? What does harmlessness mean in the Hindu religion? How do Hindus show their commitment to ahimsa through acts of service or sewa? What did Jesus teach about God’s grace and forgiveness? Why did Jesus share bread &amp; wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace? How can the life of a great Christian person show us the meaning of grace? What have we learned from Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar and how are they different?</p>	