



Bywell CE Junior School
Year 6 Curriculum Overview- 2023-2024

Year Group: 6	Autumn Term	Spring Term	Summer Term
English	<p><u>Jane Considine – The Write Stuff Units</u></p> <p>Narrative:</p> <p style="padding-left: 40px;">The Firework Maker’s Daughter (Narrative)</p> <p>Non-fiction:</p> <ul style="list-style-type: none"> • Everest (Non-chronological report) • Letter to Mr Scrooge (Persuasive text) 	<p><u>Jane Considine – The Write Stuff Units</u></p> <p>Narrative:</p> <ul style="list-style-type: none"> • Paperman (Film narrative) • The Journey (Picture book narrative) <p>Non-fiction:</p> <ul style="list-style-type: none"> • Plastic Pollution (Speech) 	<p><u>Jane Considine – The Write Stuff Units</u></p> <p>Narrative:</p> <ul style="list-style-type: none"> • A Monster Calls (Narrative) • The Arrival (Narrative) <p>Poetry</p> <p style="padding-left: 40px;">Hope-Lo-Docus</p>
Maths	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p> <p>Fractions (A)</p> <p>Fractions (B)</p> <p>Measurement – Converting units</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p> <p>Fractions, decimals and percentages</p> <p>Area, perimeter and volume</p> <p>Statistics</p>	<p>Shape</p> <p>Geometry</p> <p>Consolidation and continued problem solving</p>
Science	<p>Evolution and inheritance</p> <p>This unit focuses on how living things have changed over time, how fossils provide information about living things from millions of years ago, living things and their offspring and how animals and plants adapt to suit their environment.</p> <p>Electricity</p> <p>This unit focuses on brightness of a bulb from the number of cells used, compare and give reasons in how components function and use and recognise symbols when drawing diagrams.</p>	<p>Light</p> <p>This unit focuses on how light travels in straight lines and how shadows are cast. Children also learn to explain how objects are seen from light sources.</p> <p>Living things and their habitats</p> <p>This unit focuses on how to classify things into broad groups including micro-organisms and give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals including humans</p> <p>This unit focuses on identifying and naming the main parts of the circulatory system, recognising the impact of diet, drugs and exercise and describe the ways in which nutrients and water are transported within humans and animals.</p>



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Computing	<ul style="list-style-type: none"> • Spreadsheets <p><u>Online safety:</u></p> <ul style="list-style-type: none"> • Finding my media balance • You won't believe this! 	<ul style="list-style-type: none"> • Text adventures <p><u>Online safety:</u></p> <ul style="list-style-type: none"> • Beyond gender stereotypes • Digital friendships 	<p>Coding</p> <p><u>Online safety:</u></p> <ul style="list-style-type: none"> • Is it cyberbullying? • Reading news online
PE	<ul style="list-style-type: none"> • Gymnastics • Bootcamp Fitness • Invasion Games – football and hockey 	<ul style="list-style-type: none"> • Dance • Invasion Games – Tag rugby • Net and wall games – tennis refresher 	<ul style="list-style-type: none"> • Sports hall Athletics Indoor • Bootcamp fitness • Cheer dance • Striking and fielding • Athletics
Art and Design	<p><u>Drawing</u> Make my voice heard The children go on a journey from the Ancient Maya to modern-day street art. The children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>	<p><u>Painting and Mixed Media</u> Artist Study The children identify an artist that interests them and they research the life, techniques and artistic intentions of that individual. They collect ideas in sketchbooks, plan for a final piece and, working collaboratively, they present what they have learnt about the artist.</p>	<p><u>Sculpture and 3D</u> Making memories The children create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>
Design Technology	<p><u>Waistcoats</u> Children learn to select fabrics, use templates, pin, decorate and stitch materials together to create a waistcoat for a person or purpose of their choosing. They create or use a pattern template to fit a desired person or item (e.g. teddy bear).</p>	<p><u>Playgrounds</u> The children design and create a model for a new playground featuring five apparatus, made from three different structures. Using a footprint as the base, they practise visualising objects in plan view and get creative including natural features.</p>	<p><u>Come dine with me</u> The children research and prepare a three-course meal and taste-test and score their food. They research the journey of their main ingredient from 'farm to fork' or write a favourite recipe.</p>



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French	French: La Phonétique (Phonetics & Pronunciation) Les Couleurs et Les Nombres (Colours and Numbers) La Date (The date) Je Me Présente (Presenting myself)	French En Classe (In the class) Au café (At the cafe) Quel Temps Fait-il? (The weather)	French La Famille (Family) As-Tu un Animal? (Do you have a pet?) Les Vêtements (Clothes) Chez Moi (my Home)
Geography	Locational Knowledge: Countries of South America Place Knowledge: Compare the UK with South America.	Human and physical: Earthquakes and Mountains.	Geographical skills: Fieldwork – map skills. Geographical skills: Local land use.
History	Mayans The children will learn: <ul style="list-style-type: none"> Who the Mayans were and where they fit into history. What life was like for the Mayans. How do religions differ now to in the Mayan era. How the Mayan number and writing system worked. What the Mayans have left behind. 	Tudor Explorers The children will learn: <ul style="list-style-type: none"> Who were the Tudor Kings and Queens. What Henry VIII did for the Tudors. What life was like aboard a Tudor ship and what problems were faced by Tudor sailors. About Tudor explorers and the exploits of Francis Drake. 	Industrial Revolution The children will learn: <ul style="list-style-type: none"> About factors that led to the Industrial Revolution and the main technological advancements during this period. The impact that canals and railways had on the Industrial Revolution. Why some people were opposed to the Industrial Revolution.
RE	Our Big Question is, How do Sikhs show commitment? We will also be revisiting the Parable of the Mustard Seed.	Our Big Question is, What do Christians believe about Jesus's life and resurrection? How does growing up bring responsibilities and commitments?	Our Big Question is, How do Jews remember Kings and prophets?



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Music	<p>Beginner keyboards</p> <p>Singing and performance</p>	Music and technology	Keyboard course continued
Outdoor Learning	<p>Forest School Skills</p> <ul style="list-style-type: none"> • Team building and trust games - sensory string trail- dementia awareness. • Forest art work • Matchless fire-lighting techniques- fire safety triangle • Tree identification (leaves and twigs) and uses and habitats- insects and arthropods/invertebrates. • Scavenger hunt 	<p>First Aid</p> <p>Consolidation and further practise of treating:</p> <ul style="list-style-type: none"> • Asthma • Bleeding- minor cuts • Broken bones- arm • Burns • Choking • Head injury • Recovery position • Practise session • Introduction to CPR. 	<p>Geographical skills</p> <ul style="list-style-type: none"> • Identify cardinal directions within the school grounds. • Follow a planned route around the grounds. • Use ordnance survey maps and symbols to identify land use of an area. • Use 6 figure grid references to locate a specific place on an O/S map. • Revise and identify contour lines on a map. • Orienteering.
PSHE and Relationship Education	<p>Being Me in my World – <u>Who am I and how do I fit in?</u></p> <p>Celebrating Difference – <u>Respect for similarity and difference, Anti-bullying and being unique</u></p> <p>Children will explore self-identity, self- worth, and learn about setting personal yearly goals. They will create a learning charter. They will identify differences and how they may cause conflict. They will develop their understanding of disability and bullying.</p>	<p>Dreams and Goals – <u>Aspirations, how to achieve goals and understanding associated emotions</u></p> <p>The children will learn to make Personal learning goals in and out of school. They will learn about emotions that are felt in success and how to identify strengths. They will also learn about difficulties in the world and how to make a difference.</p>	<p>Healthy Me – <u>Being and keeping safe and healthy</u></p> <p>The children will learn about Emotional and mental health, managing stress and how to create a self-care plan. They will learn about drugs and how this can lead to exploitation through county lines and gang culture.</p>

