



Termly Curriculum Overview: SPRING		Year: 6
Subject	Topic and content	NC Coverage
History	<p><b>The Shang Dynasty</b></p> <p>What do archaeological findings tell us about the Shang Dynasty?</p> <p>Written on the Bones: What was the Shang system of writing like?</p> <p>Time to Worship: What were the religious beliefs of the Shang Dynasty?</p> <p>Why is Lady Fu Hao's tomb significant to historians?</p> <p>Coming to an End: Why did the Shang Dynasty fall in 1046 BC?</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <p>The Shang Dynasty</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</p>
Geography	<p><b>China</b></p> <p>Where in the world is China?</p> <p>How have people changed China?</p> <p>How in making money ruining the atmosphere in China?</p> <p>What is there to see?</p> <p>What is the culture like a China?</p> <p>How is China and the UK different?</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Science	<p><b>Light</b></p> <p>To recall facts about how shadows are formed.</p> <p>To investigate how we can change shadows.</p> <p>To understand how our eyes allow us to see.</p> <p>To understand how we see objects.</p> <p>To investigate reflection.</p> <p>To learn about refraction.</p> <p>To investigate the colours in white light.</p> <p><b>Electricity and Circuits</b></p> <p>To recap knowledge of electricity and circuits.</p> <p>To investigate ways in which the brightness of a bulb or</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>associate the brightness of a lamp or the volume of a</p>

	<p>speed of a motor is changed. To be able to recognise and use conventional symbols for circuits. To be able to plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb. To be able to review and assess understanding of circuits</p>	<p>buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>
<b>Art</b>	<p><b>Drawing: Make My Voice Heard</b> Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>
<b>Design Technology</b>	<p><b>Play Grounds</b> Create five apparatus designs, applying the design criteria to their work. Make suitable changes to their work after peer evaluation. Make roughly three different structures from their plans using the materials available. Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. Secure their apparatus to a base. Make a range of landscape features using a variety of materials which will enhance their apparatus.</p> <p><b>Come Dine with Me</b> Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>

	<p>ingredient.</p> <p>Write a recipe, explaining the process taken.</p> <p>Explain where certain key foods come from before they appear on the supermarket shelf.</p>	
<b>Music</b>	<p><b>Gaining Confidence Through Performance</b></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p><b>Exploring Notation Further</b></p> <p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>
<b>RE</b>	<p><b>Christianity</b></p> <p>Concept: Salvation</p> <p>Key question for this enquiry: Is anything ever eternal?</p> <p><b>Christianity</b></p> <p>Concept: Salvation</p> <p>Key question for this enquiry: Is Christianity still a strong religion 2000 years after Jesus was on earth?</p>	<p>Express the feelings I have when I think about situations or things I would like to last forever.</p> <p>Make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>Reflect on my own beliefs about whether anything is eternal.</p> <p>Explain how the influence people have had on me has affected what I see as important.</p> <p>Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>Give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
<b>PSHE</b>	<b>Dreams and Goals</b>	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)

	<p><b>Healthy Me</b></p>	<p>I can explain why it is important to stretch the boundaries of my learning</p> <p>I can work out the steps I need to take to reach my goals and know how to keep myself motivated to work on these I can set realistic success criteria so that I will know whether I have reached my goals</p> <p>I can identify problems in the world that concern me and can talk to others about them I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>I can work with other people to help make the world a better place and can give examples.</p> <p>I can empathise with people who are suffering or who are living in difficult situations.</p> <p>I can describe some ways in which I can work with others to help make the world a better place.</p> <p>I can identify and explain why I am motivated to help others in this way I know what some people in my class like or admire about me, and can accept their praise.</p> <p>I can give praise and compliments to other people when I recognise their contributions or achievements.</p> <p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>h I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>
<p><b>Spanish</b></p>	<p><b>Clothes</b></p> <p>Recognise and recall from memory 21 items of clothing.</p> <p>Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</p> <p>Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</p> <p><b>Goldilocks</b></p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of</p>

	<p>Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.</p>	<p>audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing Languages – key stage 2 3 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p><b>PE</b></p>	<p><b>Basketball</b> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances</p> <p><b>Gymnastics</b> In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions

**Cricket**

Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

**Fitness**

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired

	<p>or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p>	
<p><b>ICT</b></p>	<p><b>Spreadsheets</b>  Children can create a spreadsheet to answer a mathematical question relating to probability.  Children can take copy and paste shortcuts.  Children can problem solve using the count tool. 2 Use of spreadsheets in ‘real life’  Children can create a machine to help work out the price of different items in a sale.  Children can use the formula wizard to create formulae.  Children can use a spreadsheet to solve a problem.  Children can use a spreadsheet to model a real-life situation and come up with solutions.  Children can make practical use of a spreadsheet to help plan actions.  Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.</p> <p><b>Online Safety</b>  Children understand how a blog can be used as an informative text.  Children understand the key features of a blog.  Children can create a blog with a specific purpose.  Children understand that the way in which information is presented has an impact upon the audience.  Children understand that blogs need to be updated regularly to maintain the audience’s</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

	<p>interest and engagement. Children can comment on and respond to other blogs. Children can assess the effectiveness and impact of a blog.</p>	
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