

Curriculum Long Term Overview Map

Autumn Term 2018

Year Group 6

Overall Theme:

(Each of the aspects below will have a comprehensive medium term plan)

| SUBJECT | SUMMARY THEME | PROGRAMME OF STUDY |
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| Autumn1 Maths | | Place Value Addition Subtraction Multiplication Division Fractions, Decimals and Percentages Measurement Data Handling |
| Autumn 2 Maths | | Place Value Addition Subtraction Multiplication Division Fractions, Decimals and Percentages Measurement Data Handling |
| Autumn 1 Writing | Flashback Sci-Fi | Flashback Fantasy Sci-Fi |
| Autumn 2 Writing | Sci-Fi Fantasy | Sci-Fi Writing Chapters, dictionary, instructions, performance poem and newspaper article. Fantasy - The Stranger descriptive writing, poetry, next instalment and diary. |
| Autumn 1 | Character | <i>Character Studies (Fiction and Non-fiction)</i> |

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| Reading | Studies | Robert the Bruce A Career in Witchcraft At Last the Joust Begins Sir Billy Butlin |
| Autumn 2 Reading | Poems about People Classic Stories | <i>Poems about People</i> Dream Team The Giantess <i>Classic Stories</i> The Railway Children Treasure Island |
| Autumn 1 Grammar | | Adjectives Apostrophes Subordinate Clauses Pronouns Parenthesis Verb Forms Narrative Conventions |
| Autumn 2 Grammar | | Noun Types Prepositions Articles Adverbs Prefixes/Suffixes Synonyms/Antonyms Comparative and Superlative Adjectives Clauses |
| Autumn 1 History | Vikings | Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor Chronological Understanding: |

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| | | <p>To say where a period of history fits on a timeline? To place a specific event on a timeline by decade? To place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Knowledge and interpretation: To summarise the main events from a specific period in history, explaining the order in which key events happened? To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? To describe features of historical events and people from past societies and periods they have studied? To recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Historical Enquiry: To be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? To identify and explain their understanding of propaganda?</p> |
| <p>Autumn 2 Geography</p> | <p>North America</p> | <p>North America To describe the locality using the correct geographical language, maps, aerial photos, plans and web resource To define geographical questions to guide their research. To use a range of self selected resources to answer questions. To map land use with their own criteria. To accurately use a 4 figure grid reference. To create sketch maps when carrying out a field study. To give extended descriptions of the physical features of different places around the world.</p> |

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| | | <p>To describe how some places are similar and some are different in relation to their human features.</p> <p>To be able to recognise key symbols used on OS maps.</p> <p>To analyse population data on two settlements and report on their findings.</p> <p>To explain how the time zones work.</p> |
| Autumn 1 Science | Animals inc humans | <p>SC2 Animals inc humans</p> <p>To identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p> |
| Autumn 2 Science | Electricity | <p>Electricity</p> <p>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>To 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>To use recognised symbols when representing a simple circuit in a diagram.</p> |
| Autumn 1 PSHE | Diet and Exercise Smoking, Drugs and Alcohol | Diet and Exercise Smoking, Drugs and Alcohol |
| Autumn 2 PSHE | Every Action has a Consequence | Every Action has a Consequence |
| Design and Technology | Viking Shields/ | Viking Shields/ Longboats |

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| | Longboats | |
| Music | New York | <p>New York</p> <p>To compare different music that originated from New York and use musical terms to analyse their features including texture, timbre, rhythm, tempo, pace, pitch and melody. Children will be taught to read a blues scale from written notations, improvise over the blues scale using melodic instruments and compare it to hip-hop music. They will also learn to create their own music which includes a rhythmic part and a melodic part.</p> |
| Autumn 1 Computing | Programming and Control | <p>Programming and Control</p> <p>2go</p> <p>Football Game</p> <p>Free Code Scenes</p> <p>2 Code Game Planner</p> |
| Autumn 2 Computing | Combining Text and Graphics | <p>Combining Text and Graphics</p> <p>To use tools to design and create a website, giving consideration to the market/audience for their application.</p> <p>To select tools which can be used to achieve a specific aim and justify these choices to others.</p> <p>To understand the importance of evaluation and adaptation of individual features to enhance the overall product.</p> |