**Year 6 2022/2023: Curriculum Sequence**

|  |  |  |
| --- | --- | --- |
| **Autumn 2022** | **Spring 2023** | **Summer 2023** |
| **CUSP Reading*** Roof toppers

The Listeners – Walter de la Mare* Skellig

A Carol from Flanders – Frederick Niven | * Pig Heart Boy
* How to Live Forever
* All Aboard the Empire Windrush
* The Island
 | * Intro to Dickens – Oliver Twist
* Dare to be You (KS2 – KS3 transition)
* Shakespeare’s Sonnets:  – Sonnet 27
 |
| CUSP Writing Introduce = green (Block A) Revisit = orange (Block B)* Autobiography – builds on CUSP famous naturalists
* First person stories with a moral.
* Poems that create images and explore vocabulary (War poetry) – Remembrance
* Discursive writing and speeches – builds on CUSP Study of Europe
* Explanatory text – builds on CUSP phenomena of light
* Shakespeare (Sonnets).
 | * Explanatory texts – builds on CUSP Circulatory system
* Autobiography – builds on CUSP sporting heroes
* Extended third person narrative (adventure stories) – builds on CUSP Disaster stories
* Newspaper report – builds on CUSP natural disasters / Bletchley Park Computing.
* First person stories with a moral
 | * Extended third person narrative (adventure stories)
* Newspaper report – builds on CUSP conflict and peace
* Poems that create images and explore vocabulary – builds on CUSP conflict and peace
* Discursive writing and speeches.
* Shakespeare (Sonnets)
 |
| Maths* Place Value
* Four Operations
* Fractions A
* Fractions B
* Measurements: Conversion
 | * Ratio
* Algebra
* Decimals
* Fractions, Decimals and Percentages
* Statistics
 | * Shape
* Geometry
* Investigation
 |
| **CUSP Science*** Living things and their habitats
* Light
 | * Animals, including humans
* Animals, including humans (water transport)
 | * Electricity
* Evolution and inheritance
 |
| **CUSP Art and Design*** Drawing
* Painting and collage
 | * Printmaking and textiles
* 3D
 | * Painting
* Creative Response
 |
| **CUSP Design and Technology*** Food and Nutrition
* Mechanisms
 | * Food and Nutrition
* Structures
 | * Electrical systems
* Textiles
 |
| **CUSP Geography*** Comparison study – UK, Europe and North or South America
 | * Physical processes: Earthquakes, mountains and volcanoes
 | * Settlements
* Maps and orienteering
 |
| **CUSP History*** Beyond 1066
	+ 5 significant monarchs, or
	+ Local History Study - how did conflict change our locality in World War 2?
 | * Windrush generation
 | * The Battle of Britain, or 5
* significant monarchs
 |
| **Computing*** Computing systems and networks
* Creating Media (3D)
 | * Creating Media – Webpage
* Spreadsheets
 | **Computing** * Programming A
* Programming B
 |
| **Music** * Charanga - Happy
* Charanga - Classroom Jazz 2
 | * Charanga - A New Year Carol
* Charanga - You’ve Got a Friend
 | * Charanga - Music and Me
* Charanga - Reflect, rewind and reply
 |
| **French****Verbs and Grammar****Les Verbs Réguliers / Les Verbs Irréguliers***(Regular and irregular verbs)*  | **A L’École***(At School)* | **Le Week-End***(The Weekend)*  | **Moi Dans Le Monde***(Me in the World)* | **Manger et Bouger***(Healthy Lifestyles)* | **Les Habitats - Progressive** *(Habitats)* |
| **PE**Y6 Invasion Games-Tag RugbyY6 Athletics C1/Cross Country | Y6 DodgeballY6 Gymnastics C1 | Y6 Dance C2Y6 Invasion Games-Hockey C1 | Y6 Net and Wall Games C1Y6 Dance C2 | ScootersY6 Gymnastics C2 | Y6 Striking and Fielding- C1Y6 Athletics C1 |
| **PSHE****Me and my relationships*** Working together
* Let’s negotiate
* Assertiveness skills
* Behave yourself
* Don’t force me
* Acting appropriate
 | **Valuing difference*** OK to be different
* We have more in common than not
* Respecting differences
* Tolerate and respect for others
* Friendships
* Challenging gender stereotypes
 | **Keeping myself safe*** Think before you click
* To share or not to share
* What sort of drug is…
* Drugs – the law
* Alcohol – what is normal
 | **Rights and responsibility*** Two sides to every story
* Facebook friends
* Jobs and taxes
* Democracy – elections
* Democracy - laws
 | **Being my best*** Wellbeing
* Risk
* Basic first aid, including sepsis awareness
 | **Growing and changing*** Managing change
* I look great
* Media manipulation
* Pressure online
* Is this normal
* Making babies
* What is HIV
 |
| **RE****BELIEFS AND QUESTIONS – Christianity**How do Christians show their belief that Jesus is God incarnate? | **BELIEFS AND QUESTIONS – Islam**How does tawhid create a sense of belonging to the Muslim community? | **BELIEFS AND QUESTIONS – Hinduism**How do questions about Brahman and atman influence the way a Hindu lives? | **BUDDHISM (encountering)**How does the Triple Refuge help Buddhists in their journey through life? | **JOURNEY OF LIFE AND DEATH – Christianity**Should believing in the resurrection change how Christians view life and death? | **HUMANISM (encountering)**Why do Humanists say happiness is the goal of life? |

**Weekly Sequence**

|  |  |  |
| --- | --- | --- |
| **YEAR 6 Autumn 2022** |  | **Weekly Science** |
| 5/9 | Geography | Comparison study – UK, Europe and North or South AmericaDrawing  | Cycle 1 | Who was the scientist Carl Linnaeus and what did he do? | Living things and their habitats |
| Art |
| 12/9 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?Drawing | How do we classify vertebrates? |
| Art |
| 19/9 | Computing | Computer Systems and NetworksDrawing | How do we classify invertebrates we know? |
| Art |
| 26/9 | Geography | Comparison study – UK, Europe and North or South AmericaFood and Nutrition  | How do we classify invertebrates we don’t know? (Sponges, Jellyfish and Flatworms) |
| DT |
| 3/10 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?Food and Nutrition | How do we classify invertebrates we don’t know? (Starfish and Sea urchins, Crustacea and Myriapoda) |
| DT |
| 10/10 | Computing | Computer Systems and Network Food and Nutrition | Apply it: what animals can I classify? What animals and plants exist in my local environment? |
| DT |
| 17/10 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |  |
| 24/10 | Half Term |
| 31/10 | Geography | Comparison study – UK, Europe and North or South AmericaPainting and collage  | Cycle 2 | How does light travel? | Light |
| Art |
| 7/11 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?Painting and collage | What colour is light made of? |
| Art |
| 14/11 | Computing | Creating Media – 3D modellingPainting and collage | Reflection - how does light help us to see objects? |
| Art |
| 21/11 | Geography | Comparison study – UK, Europe and North or South AmericaMechanisms | Which surfaces make the best reflectors? |
| DT |
| 28/11 | History | 5 significant monarchs, or Local History Study - how did conflict change our locality in World War 2?Mechanisms | Why do we see objects as a particular colour? |
| DT |
| 5/12 | Computing | Creating Media – 3D ModellingMechanisms |  | What happens to the appearance of objects when placed in water? |
| DT |
| 12/12 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |  |  |
| 19/12 | Christmas break |

|  |  |  |
| --- | --- | --- |
| **YEAR 6 Spring 2023** |  | **Weekly Science** |
| Wed4/1 | Geography | Physical processes: earthquakes, mountains and volcanoesPrintmaking and textiles  | Cycle 3 | What is blood made of and why do we need it? | Animals, including humans |
| Art |
| 9/1 | History | Windrush generationPrintmaking and textiles | Why do our bodies need nutrients and how are they transported? |
| Art |
| 16/1 | Computing | Creating Media – Web Page CreationPrintmaking and textiles | What is our circulatory system? |
| Art |
| 23/1 | Geography | Physical processes: earthquakes, mountains and volcanoesFood and Nutrition Block C | What is our heart like inside?How does it work? |
| DT |
| 30/1 | History | Windrush generationFood and Nutrition | Who influenced what we know about our circulatory system? |
| DT |
| 6/2 | Computing | Creating Media – Web Page Creation.Food and Nutrition | What can we do to keep healthy? |
| DT |
| 13/2 | Half Term |
| 20/2 | Geography | Physical processes: earthquakes, mountains and volcanoes3D  | Cycle 4 | Present and explain what we know about the circulatory system, nutrients and keeping healthy |
| Art |
| 27/2 | History | Windrush generation3D |  |
| Art |
| 6/3 | Computing | Spreadsheets3D |  |
| Art |
| 13/3 | Geography | Physical processes: earthquakes, mountains and volcanoesStructures Block D | Remember circulation and digestion: how are these two systems connected? |
| DT |
| 20/3 | History | Windrush generationStructures | Where are the kidneys and what do they do? |
| DT |
| 27/3 | Computing | SpreadsheetsStructures | How do kidneys keep us healthy? |
| DT |
| Easter break |

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR 6 Summer 2023** |  |  | **Weekly Science** |
| 17/4 | Geography | Settlements and relationshipsPainting  | Cycle 5 | What is electricity? How does it work? | Electricity |
| Art |
| 24/4 | History | The Battle of Britain, or 5 significant monarchsPainting | What are the components in a series circuit? |
| Art |
| 1/5 | Computing | Programming APainting | SATS Week |
| Art |
| 8/5 | Geography | Settlements and relationshipsElectrical systems Block E | What are the effects and consequences of changing circuit components and batteries? |
| DT |
| 15/5 | History | The Battle of Britain, or 5 significant monarchsElectrical systems |  |
| DT |
| 22/5 | Computing | Programming AElectrical systems | How have living things changed over time? How do we know? | Evolution and inheritance |
| DT |
| 29/5 | Half Term |
| 5/6 | Geography | Settlements and relationshipsCreative Response  | Cycle 6 | How has life evolved over time? |
| Art |
| 12/6 | History | The Battle of Britain, or 5 significant monarchsCreative Response | What is DNA and what does it do? Working scientifically |
| Art |
| 19/6 | Computing | Programming BCreative Response | Are all offspring identical to their parents? |
| Art |
| 26/6 | Geography | Maps and orienteeringTextiles Block F | Darwin and Wallace – what evidence did they share to argue the case for evolution? |
| DT |
| 3/7 | History | The Battle of Britain, or 5 significant monarchsTextiles | Survival of the fittest - how have animals adapted and evolved to suit their environment? |
| DT |
| 10/7 | Computing | Programming BTextiles |  |
| DT |
| 17/7 | Use these flexible blocks to enrich the curriculum.The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits. |
| 24/7 | Summer break |