

**Churchfields Primary School**  
**Curriculum overview**  
**Year 6**

Curriculum Area	Autumn 1	Crucial Knowledge
<b>English</b>	<p>Marcus Rashford – You Are a Champion</p> <p>Anthony Horowitz – Stormbreaker</p>	<p>Please see all of the relevant statements on the English Crucial Knowledge Documents for reading and writing. In year 6, all statements should be met.</p>
<b>Maths</b>	<p>Place Value            Number: Addition, Subtraction, Multiplication and Division</p>	<p>Please see all of the relevant statements on the Maths Crucial Knowledge Document under the following sections:</p> <ul style="list-style-type: none"> <li>- 'Number: Place Value'</li> <li>- 'Number: Addition and subtraction'</li> <li>- 'Number: Multiplication and division'</li> </ul>
<b>Science</b>	<p style="text-align: center;">Light</p>	<ul style="list-style-type: none"> <li>• R: Opaque means not able to see through</li> <li>• R: Transparent means easy to see through</li> <li>• R; We need light in order to see.</li> <li>• R: There are different light sources</li> <li>• R: Dark is the absence of light.</li> <li>• Light sources include natural (the Sun / fire) and artificial (torch/ bulb)</li> <li>• The pupils control the amount of light that is let in through the eyes.</li> <li>• A shadow is a dark area of shape produced by something blocking the light</li> <li>• The size of shadows can change depending on where the light source is.</li> <li>• Light travels in a straight line.</li> <li>• Reflection changes the direction in which the light travels.</li> </ul> <p>Light extended knowledge:</p> <ul style="list-style-type: none"> <li>• The shadows have the same shape as the objects that cast them.</li> </ul>
<b>Computing</b>	<p>E-safety and Networks</p>	<ul style="list-style-type: none"> <li>- network - a group of two or more computer systems linked together</li> <li>- LAN network – local area network: a network which covers a small area – such as our school site.</li> <li>- server - a powerful computer that provides one or more services to a network and its users.</li> <li>- switches/ hubs - used to connect the various devices on a network together.</li> <li>- modem - provides access to the internet</li> <li>- wireless – can connect without having to plug in any wires or cables</li> <li>- copyright – a law that gives the owner of a work (like a book, movie, picture,</li> </ul>

		<p>song or website) the right to say how other people can use it.</p> <ul style="list-style-type: none"> <li>- plagiarism - copying another person's ideas, words or writing and pretending that they are your own work.</li> <li>- digital footprint – all the things you leave behind when you use the internet: images, comments, messages</li> <li>- cyberbullying – bullying someone online or via mobile phone</li> </ul>
<b>History</b>	Recap: Empire	An empire is where a ruler of a country or place takes over other people's land. Britain was an empire.
<b>Geography</b>	Mapping The World	<div style="border: 1px solid black; background-color: #2e8b57; color: white; padding: 5px; text-align: center; font-weight: bold; margin-bottom: 5px;">Crucial Knowledge</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">R: The equator is an imaginary line around the middle of a planet</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">The equator splits the world into the northern and southern hemisphere</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">The 7 continents of the world are: Europe, North and South America, Africa, Asia, Australia and Antarctica</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">There is one global ocean</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">A grid reference is a location on a map</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px;">6-figure grid references are more accurate</div>
<b>Art and Design</b>	Drawing - Escher	<p>Know the different mark making techniques – light to heavy, hatch, cross hatch, stippling, scribbles, wiggles.</p> <p>To know how to recognise and use the rule of thirds.</p> <p>To know how to use composition, scale and proportion in their work.</p>
<b>DT</b>	NA	
<b>PE</b>	Net and Wall games	<p>Turn and run to the ball getting into a forehand or backhand position en route</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p>

		<p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>Serve the ball accurately making team mates have to move to send it back</p>														
<b>Music</b>	?															
<b>PSHE</b>	Relationships	<p><b>YEAR 6 – MEDIUM-TERM OVERVIEW</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Term</th> <th style="width: 30%;">Topic</th> <th style="width: 45%;">In this unit of work, students learn...</th> <th style="width: 20%;">Quality Assured resources to support planning</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;"><b>Autumn</b> – Relationships</td> <td> <b>Families and friendships</b>            Attraction to others; romantic relationships; civil partnership and marriage             PoS Refs: R1, R2, R3, R4, R5, R7         </td> <td> <ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul> </td> <td> <a href="#">Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</a> </td> </tr> <tr> <td> <b>Safe relationships</b>            Recognising and managing pressure; consent in different situations             PoS Refs: R26, R28, R29         </td> <td> <ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>strategies to respond to pressure from friends including online</li> <li>how to assess the risk of different online 'challenges' and 'dares'</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> <li>what consent means and how to seek and give/not give permission in different situations</li> </ul> </td> <td> <a href="#">NSPCC Share Aware Thinkknow Play Like Share</a> </td> </tr> <tr> <td> <b>Respecting ourselves and others</b>            Expressing opinions and respecting other points of view, including discussing topical issues             PoS Refs: R30, R34         </td> <td> <ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul> </td> <td> <a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a> </td> </tr> </tbody> </table>	Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning	<b>Autumn</b> – Relationships	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage  PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>	<a href="#">Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</a>	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations  PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>strategies to respond to pressure from friends including online</li> <li>how to assess the risk of different online 'challenges' and 'dares'</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> <li>what consent means and how to seek and give/not give permission in different situations</li> </ul>	<a href="#">NSPCC Share Aware Thinkknow Play Like Share</a>	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues  PoS Refs: R30, R34	<ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a>
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning													
<b>Autumn</b> – Relationships	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage  PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>	<a href="#">Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</a>													
	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations  PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>strategies to respond to pressure from friends including online</li> <li>how to assess the risk of different online 'challenges' and 'dares'</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> <li>what consent means and how to seek and give/not give permission in different situations</li> </ul>	<a href="#">NSPCC Share Aware Thinkknow Play Like Share</a>													
	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues  PoS Refs: R30, R34	<ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a>													
<b>RE</b>	Buddhism	<p>The Buddhist religion was started by Siddhartha Guatama.</p> <p>Buddhism is one of the 6 major world religions.</p> <p>The eight fold path is a key belief for Buddhist.</p> <p>Buddhist worship in a temple.</p>														
<b>MFL</b>	Spanish - Welcome	<p>Children are able to say and write:</p> <ul style="list-style-type: none"> <li>Hello</li> <li>Goodbye</li> <li>my name is</li> <li>I am ? years old</li> <li>I feel</li> </ul> <p>They can also ask and write the questions:</p>														

		<ul style="list-style-type: none"> <li>• How are you?</li> <li>• Whats your name?</li> <li>• How old are you?</li> </ul> <p><u>Key vocab</u>  – Hola, Buenas Dias, Buenos Noches, Buenos Tardes, Adios  My name is – Me llamo, Mi Nombre  How are you – Como estas / Que tal  I am feeling Estoy feliz, triste, cansado, enferma, asi-asi, aburrido, tengo hambre  Numbers, Los numeros (1-20) Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte  How old are you? Cuantos anos tienes  Tengo I am</p>
<b>GPS</b>	<p>Ready to Write</p> <p>Synonyms and Antonyms</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using modal verbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>
<b>Visits</b>	NA	