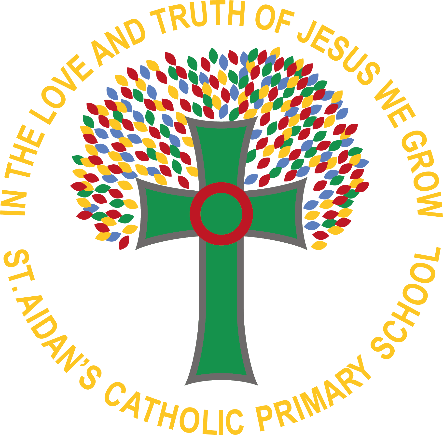
**St. Aidan’s Catholic Primary School**

**Curriculum Summary**

**YEAR 6**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT** | **AUTUMN TERM** | | | | **SPRING TERM** | | | | **SUMMER TERM** | | | |
| **Maths** | Place Value.  Addition, Subtraction, Multiplication and Division.  Fractions.  Measurement: Converting units. | | | | Ratio.  Algebra.  Decimals.  Fractions, decimals and percentages.  Area, perimeter and volume.  Statistics. | | | | Shape  Geometry: Position and direction  Themed projects, consolidation and problem solving. | | | |
| **Literacy** | **Writing genres:**  Poetry- Rhyme  Place value of punctuation and grammar.  Biography: Black History Month  Narrative: Book based on diversity  Instructions: linked to history topic  Christmas Narrative: Diary (The Christmas truce) | | | | **Writing genres:**  Narrative: Settings  Report writing: Emily Davison  Chronological report: Evolution of the Peppered moth.  Explanation: How does the circulatory system work | | | | **Writing genres:**  Persuasive Texts: Single use plastics  Narrative: Birthday Boy  Letter: Aspiration week- To aspirational person  Poetry: Beauty of our world | | | |
| **RE** | LOVING - God who never stops loving  VOCATION AND COMMITMENT - The vocation of priesthood and religious life  JUDAISM - Rosh Hashanah, Yom Kippur  EXPECTATIONS - Jesus born to show God to the world | | | | SOURCES - The Bible, the special book for the Church  ISLAM - Guidance for Muslims  UNITY - Eucharist enabling people to live in communion  DEATH & NEW LIFE - Celebrating Jesus’ death and resurrection | | | | WITNESSES - The Holy Spirit enables people to become witnesses  HEALING - Sacrament of the Sick  COMMON GOOD - Work of the worldwide Christian family | | | |
| **Science** | **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  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.  Use recognised symbols when representing a simple circuit in a diagram. | | **Light**  Recognise that light appears to travel in straight lines.  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.  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.  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | | **Animals including humans**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans. | | **Evolution**  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | | **Living Things**  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics. | | | |
| **Geography** | **Hazardous World**  Structure of the Earth  Plate boundaries  Earthquakes  Volcanoes  Protecting against hazards | | | | **Ecosystems**  Global ecosystems  What is an ecosystem?  Physical features of the RF  Human features of the RF  Future of the RF | | | | **Map Skills (A local field study)**  Map symbols  Giving directions  4 and 6 figure grid references  Height on a map | | | |
| **History** | **Islamic Civilisation**  When and how did the early Islamic civilization begin?  Why was Muhammad important?  The significance of Baghdad  What happened to The House of Wisdom?  Who lead of Muhammad’s death?  How powerful were the Early Islamic Civilisation?  Assessment: Why was the Early Islamic Civilisation and important turning point in history? | | | | **The Viking and Anglo Saxon struggle**  What was Saxon England like and why was it an attractive target?  Chronological links and concurrent timelines.  How did the Saxons view The Vikings?  How should we view The Vikings?  How did England change over the course of this period of history?  Was Alfred really great?  Assessment: Were the Vikings really vicious? | | | | **Conflict through time**  Prehistoric warfare.  Ancient warfare: Romans and Greeks.  Anglo Saxon and Viking warfare.  Religious Wars: The Crusades.  Modern Warfare: WWI.  Modern Warfare: WWII.  Assessment: How has the nature and impact of conflict changed over time? | | | |
| **Art &**  **Design** | 2D Drawing to 3D Making | |  | | Exploring identity | |  | | Brave Colour | |  | |
| **Design & Technology** | **Make Combining / joining – F1 car**   * Aerodynamics and forces * Initial ideas * Modelling * Learning how to used 2D CAD * Modelling in CAD * Making   Race Day! | | | | **Food - celebrating culture**  Intro  Food from around the world  Designing dishes that celebrate global food | | | | **Electronics – programmable components**   * Flowcharts – symbols and how to draw a flowchart * Planning programs using flow charts   Programming buggies or microbit? | | | |
| **PSHE/RSE** | Family and Relationships  Being Safe | | | | Citizenship  Economic Wellbeing | | | | Physical health & mental wellbeing  Careers and aspirations | | | |
| **Computing** | **COMPUTING SYSTEMS AND NETWORKS**  Communication  Online Relationships (PSHE) | | Privacy and security  Self- Image and Identity (PSHE) | | **CODING and COMPUTATIONAL THINKING**  Coding  Online Reputation  Online Bullying (PSHE) | | Managing online information  Copyright and ownership (PSHE) | | **INFORMATION TECHNOLOGY**  Blogging  **CODING and COMPUTATIONAL THINKING**  Binary  Health, wellbeing and lifestyle (PSHE) | |  | |
| **Music**  **(Charanga)** |  | | Christmas | |  | | Charanga | |  | | Charanga | |
| **P.E** | **Invasion:** Netball | **Health Related Exercise** | **Invasion:** Football | **Gymnastics** Matching & Mirroring | **Invasion:** Basketball | **Dance:** Carnival | **Invasion:** Hockey | **OAA:** Orienteering | **Striking & Fielding:** Rounders | **Net / Wall:** Tennis | **Striking & Fielding:**  Cricket | **Athletics** |