

**Mount Pleasant Primary School**  
**Year 6 | Curriculum Overview**

# 6

Autumn		Spring		Summer	
1	2	1	2	1	2
Britain at War		Brazil		Across the Atlantic	

<b>English</b>	<b>Throughout the year, children will learn across all strands of the English Curriculum: Spoken Language, Reading – Word Reading, Reading – Comprehension, Writing – Transcription (including spelling and handwriting),</b>					
	<b>Writing:</b> Narrative Recount Non-chronological reports		<b>Writing:</b> Narrative Persuasion Discussion		<b>Writing:</b> Narrative Non-fiction (choice) Explanation	
<b>Maths</b> <i>(Key Topics)</i>	<b>Number:</b> Place value <b>Number:</b> Addition, subtraction, multiplication and division <b>Number:</b> Fractions <b>Geometry:</b> Position and direction		<b>Number:</b> Decimals <b>Number:</b> Percentage <b>Number:</b> Algebra <b>Measurement:</b> Converting units <b>Measurement:</b> Perimeter, area and volume <b>Number:</b> Ratio <b>Statistics:</b> Graphs		<b>Geometry:</b> Property of shape Consolidation	
	<b>Electricity:</b> Circuits Electrical resistance <b>Light:</b> How does it travel? Shadows		<b>Evolution and inheritance:</b> Fossils Adapting to the environment		<b>Animals including humans:</b> Organs Blood Exercise <b>Living things and their habitats:</b> How are they classified? Microbes	
<b>Science</b>	<b>World War:</b> Key figures such as Winston Churchill and Adolf Hitler How Britain was affected		<b>Brazilians:</b> Where originated from Slave trade		<b>Slave Trade:</b> When abolished When and why begun	
	<b>Maps:</b> Locate places affected and targeted by the war in the UK		<b>Place knowledge:</b> Why did cultures and people go to Brazil? Compare Brazil to UK		<b>Human and physical geography</b> Volcanoes and earthquakes <b>Place knowledge:</b> Know and locate main locations of the slave trade.	
<b>Geography</b>	<b>Sketching and perspective</b> <b>Artist:</b> Mackenzie Thorpe		<b>Graffiti</b> <b>Artist:</b> Eduardo Kobra and street graffiti art <b>Sculptures:</b> Carnival Mask		<b>Sketching and painting</b> <b>Artist:</b> Georgia O'Keeffe	
	<b>More complex switches:</b> Enemy alarm		<b>Celebrating Culture and seasonality:</b> Street food		<b>Combining Different fabric shapes:</b> Bags	
<b>Art and Design</b>	<b>Athletics</b>		<b>Invasion:</b> Football		<b>Gymnastics:</b> Matching and mirroring	
	<b>PE</b>		<b>Dance:</b> Titanic		<b>Invasion:</b> Basketball	
<b>Design Technology</b>	<b>World War 2 music</b> Ukulele		<b>Charanga:</b> Happy (pop)		<b>Invasion:</b> Tag Rugby	
	<b>Music</b>		<b>Charanga:</b> History of a female artist			
<b>RE</b>	<b>Understand some key facts and basic history of Judaism.</b>		<b>Christmas</b> What is the meaning of Christmas?		<b>What can we find out about the 5 Pillars? (How do Muslims express their beliefs?)</b>	
			<b>Easter</b> Why are Good Friday and Easter Day the most important days in the year for Christians?		<b>So, what do we now know about Christianity?</b>	
<b>Computing</b>	<b>More complex variables:</b> Learn to use variables in more complex ways, and to manipulate inputs to create useful outputs.					
	<b>Object properties:</b> Learn more about how computers use property values and parameters to store information about objects.					
	<b>Digital Media:</b> Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations. Store presentations and videos online where they can be accessed by themselves and shared with others.					
	<b>Communicating:</b> Host a conference call style debate with a group of using online technology. Send an email with an attachment.					
<b>Presentation:</b> Use transitions and automatic timings to enable them to present on a given topic. Insert sound files onto a PowerPoint.						
<b>Word Processing:</b> Apply a background to a word document and print it. Adjust the page layout to suit the purpose of their work. Use headings and bullet points to organise their work.						

	<p><b>Data handling:</b> Use the whole data process – generate, process, interpret, store, and present information – realising the need for accuracy and checking plausibility. Select appropriate data tool. Identify and present results.</p> <p><b>Digital Research:</b> Understand how computer networks work, including the internet. Use search engines effectively, and I know how search results are selected and ranked.</p> <p><b>General Skills:</b> Design and print a 3D model, independently. Experiment with different programmes for familiar purposes and make an informed choice as to which they prefer.</p>		
<p><b>Online safety</b></p>	<p><b>Self-image and identity:</b> To describe ways in which media can shape ideas about gender. To identify messages about gender roles and make judgements based on them. To explain why I should not be afraid to keep asking until I get the help I need.</p> <p><b>Online Relationships:</b> To show I understand my responsibilities for the well-being of others in my online social group. To explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). To demonstrate how I would support others (including those who are having difficulties) online. To demonstrate ways of reporting problems online for both myself and my friends.</p> <p><b>Online Reputation:</b> To explain the ways in which anyone can develop a positive online reputation. To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p><b>Online Bullying:</b> To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. To explain how someone would report online bullying in different contexts.</p> <p><b>Managing online information:</b> To explain why information that is on a large number of sites may still be inaccurate or untrue and access how this might happen. To identify, flag and report inappropriate content.</p> <p><b>Health, well-being and lifestyle:</b> To describe common systems that regulate age-related content (e.g. PEGI, BBFC, and parental warnings) and describe their purpose. To assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). To explain the importance of self-regulating my use of technology.</p> <p><b>Privacy and Security:</b> To use different passwords for a range of online services. To know what to do if my password is lost or stolen. To describe simple ways to increase privacy on apps and services that provide privacy settings. To describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content.</p> <p><b>Copyright and Ownership:</b> To demonstrate the use of search tools to find and access online content which can be reused by others. To demonstrate how to make references to and acknowledge sources I have used from the internet.</p>		
<p><b>PSHE</b></p>	<p><b>Health and wellbeing:</b> Hormones Menstrual cycle First aid</p> <p><b>Relationships:</b> Happy and healthy relationships Boyfriend and girlfriends</p> <p><b>Living in the wider world:</b> Sex and sexual intercourse Conception</p>	<p><b>Health and wellbeing:</b> Positive, neutral and negative consequences</p> <p><b>Relationships:</b> Who can help and give advice</p> <p><b>Living in the wider world:</b> Over sea aid Borrow money</p>	<p><b>Health and wellbeing:</b> Mental Wellbeing</p> <p><b>Relationships:</b> Changes in relationships</p> <p><b>Living in the wider world:</b> Law Media</p>