

Harrold Primary Academy
Curriculum Overview 2021-22

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Kings and Queens		Indus Valley		Local Study of Harrold	
Humanities	History	Geography	History	Geography	Geography	
	<p>The changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>Order significant events, movements and dates on a timeline.</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
	Computer Science, coding and debugging					
Computing	Online safety Year 6 starter unit		More complex variables		Object properties	
Science	Earth in Space	Forces	Properties and Changing Materials		Living Things and their Habitats 3	
Working Scientifically In Year 6 children should be taught to use the following practical scientific methods, processes and skills	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> • taking measurements, using a range of scientific equipment, with increasing accuracy and precision • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. 					
PSHE	Health and Wellbeing		Relationships		Living in the wider world	

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<u>RE</u>	What does it mean if Christians believe God is holy and loving	What do Christians believe Jesus did to 'save' people?	How is faith expressed in Islam?	Creation and science: conflicting or complementary?	Values: what matters most to Humanists and Christians?	Why do some people believe in God and some people not?
<u>Music</u>	<p>Exploring musical processes</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 		<p>Exploring lyrics and melody (Blues/folk music)</p> <ul style="list-style-type: none"> They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 		<p>Performing together (Summer musical)</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control 	
<u>PE</u>	Dance	Gymnastics	Dance	Gymnastics	Invasion Games: Festival	Rounders
	Invasion Games: Tag Rugby	Fitness	Tchook Ball	Invasion Games: Hockey	Athletics	
<u>Art</u>	<p>Tudor Portraits To improve their mastery of arts and design techniques, including drawing, painting and sculpture with a range of materials</p>		<p>Indus Valley Art</p>		<p>Chuck Close To know great artists, architects and designers in history</p>	
<u>DT</u>	<p>Food Technology Hummus and Dippers Fruit Salad Vegetable Risotto Vegetable Fritita Cookies</p>		<p>Harrold</p>		<p>Marvellous Structures Exploring Structures Marble Run Bridges Developing practical skills Timed marble run challenge Making a marble run Evaluating and Improving</p>	
<u>French</u>	Mes Loisirs		Chez Moi		Les Vacances	
<u>Maths</u>	<p>Number – Place Value Number – Addition, Subtraction, Multiplication and Division Fractions Geometry- Position and Direction</p>		<p>Number – Decimals, Percentages and Algebra Measurement- Converting units Measurement – Perimeter, Area and Volume Number- ratio</p>		<p>Geometry – Properties of Shapes Problem Solving Statistics Investigations.</p>	

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<p><u>English and Writing</u> <u>focus linked to Theme</u></p>	<p>Text Macbeth</p> <p>Fiction: Internal Monologue Playscripts</p> <p>Non-Fiction: Newspaper Report Persuasive Speech</p> <p>Text The Jabberwocky Poetry</p>	<p>Text</p>	<p>Text Arthur Spiderwick Field Guide Non-Fiction: Non-chronological report - magical creatures</p>		
<p><u>Class Reader</u></p>	<p>Treason</p>	<p>The Girl Who Stole an Elephant</p>	<p>Chosen by Class</p>		
<p><u>Enrichment Activities</u></p>		<p>Tbc</p>	<p>Residential</p>		
<p>Fiction Historical Setting Non-Fiction Newspaper Report</p>	<p>Fiction <i>Shakespeare</i> Author Study</p> <p>Non – Fiction <i>Shakespeare</i> Playscript</p>	<p><i>Take A Book Week – Range of writing opportunities</i></p> <p>Fiction <i>Arthur Spiderwick</i></p> <p><i>Arthur Spiderwick</i> Non – Chronological Report</p>	<p>Fiction Portal Story</p>	<p><i>Take A Book Week – Range of writing opportunities</i></p> <p>Fiction Journey Story</p> <p>Non – Fiction Recount</p>	<p>Non – Fiction <i>Arthur Spiderwick</i> Non – Chronological Report</p>