YEAR 6 CURRICULUM OVERVIEW

BRIDGEWATER PRIMARY SCHOOL

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH **Core texts**	The Watertower-**Gary Crew**	The Princess' Blankets – **Carol Anne Duffy**	The Island – **Armin Greder**	The Arrival – **Shaun Tan**	GPS focused lessons	There's a boy in the girl's bathroom – **Louis Sachar**
Writing genre covered throughout the year	Setting description, Diary entry, Discursive argument, Character description, Narrative, Persuasive letter, Poetry, Newspaper report, Instructions.					

MATHS			
Programme of study (Statutory requirements)- Most children will			
Statistics • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average. **Measures** • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and	**Number, place value, approximation and estimation** • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. **Decimals, fractions and percentages** • use common factors to simplify fractions; use common multiples to express fractions in the same denomination	**Addition and subtraction** • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	**Geometry-property of shape** • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	• compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places	• perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Ratio and Proportion** • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry-position and direction** • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Algebra** • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically

	• solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	• solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	• find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables.

YEAR 6						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	Who were the Mayans and what have we learnt from them?		To be or not to be, that is the question? William Shakespeare			
GEOGRAPHY				The United Kingdom	I'm a year 6 pupil, can you get me out of here?- Map skills	Natural Resources and Trade
SCIENCE CHALLENGE	Could Spiderman Exist?	What would a journey through your body be like?	How can you light up your life?		Have we always looked like this?	Could you be the next Nintendo apprentice?
COMPUTING	Online Safety	Coding	Spreadsheets	Blogging	Text adventure	Quizzing Binary
PE	Gymnastics	Rugby + Lacrosse	Dance	Handball	Karate	Hockey
MUSIC	**Mr Charles -** Singing, rhythmic ostinato compositions, Debussy's piano music	**Mr Charles -** Singing, rhythmic ostinato compositions, Debussy's piano music	**Charanga** – Unit Happy	**Charanga** – Unit Happy		**Mr Charles -** Music of John Williams (Films)and Gustav Holst (The Planet Suite). Focus on the

						Brass Family. Preparation for any end of term performances.
RE	U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah? (Christians, Hindus and/or Muslims)	U2.7 What matters most to Christians and Humanists? (Christian and non-religious) Christmas-Why is Jesus' birth important to Christians and how did his life help Christians to follow a moral code?	U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious) Easter-Spring 2-The death of Jesus-Salvation		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non- religious)	U2.10 Green religion? How and why should religious communities do more to care for the Earth? (Hindus, Christians, Muslims and Jewish people (other examples can be selected by the school)
PSHE	**Being me in my world** - I know that there are universal rights for all children but for many children these rights are not met. -Understand that my actions impact myself and others.	**Celebrating Difference** -Appreciating people for who they are, focussing on people with disabilities. -Explain ways in which difference can be a cause for conflict and celebration.	**Dreams and Goals** -Set challenging realistic goals and work out steps to success. -Describe ways I can work with other people to help make the world a better place.	**Healthy Me** - Evaluate when alcohol is being used responsibly, anti-socially or being misused. -Recognise feeling stressed and the triggers. -Explore attitudes towards mental health issues.	**Relationships**- Explore love and loss and the different stages of grief. -Understand how to use technology positively and safely.	**Changing Me including SRE** Including Puberty and SRE -Awareness of 'real' and 'self' image including airbrushing in the media. -Understand how a girl/boy's body changes during puberty and the
ART	Drawing Sketchbooks Knowledge	Collage – Mayan Masks	**Art Week** Painting Printing		Artist – linked to topic	Artist – linked to topic Drawing – Maps of local area. Sketchbooks annotated.
DESIGN TECHNOLOGY			**Art Week**			

		Textiles / Use of materials – Christmas Cards			**Cooking and Nutrition –** Make salad linked to Eco Club veg plot (PSHE healthy living)	**Construction, Mechanisms and Use of Material –** Alarm system with door frame. (link with Science
SPANISH	**Ourselves** (Salford Language Scheme)	**Celebrations** (Salford Language Scheme)	**School** (Salford Language Scheme)	**Weather** (Salford Language Scheme)	**Hobbies** (Salford Language Scheme)	**Holidays** (Salford Language Scheme)