

Archbishop Benson CE Primary School - Curriculum Overview

Year	6
Term	Autumn 2
Key Question	<b>Technology vs chalk?</b>
Enrichment Activity	Victorian Day
Literacy links	Diary writing Poem - personification
Maths links	Fractions, decimals and percentages
Science	<ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>To recognise that light appears to travel in straight lines.</li> <li>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.</li> </ul>
History	<ul style="list-style-type: none"> <li>The changing power of monarchs using case studies such as John, Anne and Victoria.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>

DT	<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>
Art & Design	<ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>
Music	
Computing	<ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Remembrance</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Parables and School values.</li> </ul>