

Curriculum Overview Year 6

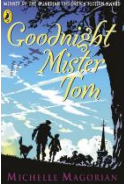
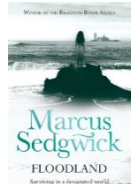

	Autumn Term	Spring Term	Summer Term
Key Dates	<i>Parents evenings 11.11.24 and 13.11.24 STEAM Event Thorpe Park 15.10.24 Evacuee day 21.10.24 Imperial War Museum Trip 23.10.2</i>	Dates tbc	Dates tbc
Memorable Experiences	<i>Evacuee day, Imperial War Museum, Chertsey museum artefacts,</i>	<i>Natural History Museum</i>	<i>Brenscombe Outdoor Centre residential, Year 6 production, SATs party, Leavers party, Leavers assembly</i>
Enrichment Experiences	<i>Christmas theatre show British History Day</i>	<i>British Science Week International Day</i>	<i>World Book Day Maths Day Sports Day</i>

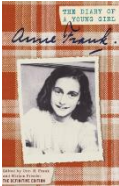

Our School Values

At West Byfleet Junior School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses the formal requirements of the National Curriculum and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and to develop as independent, healthy, confident and successful learners, with high aspirations towards making a positive contribution to their community and wider society.


Our Values based aims are:


- to ensure inclusivity and equality through high quality provision that embraces every child's needs
- to prepare children with the essential knowledge and skills for their future, fostering an understanding of how they connect to the past, live in the present and look to the future
- to encourage a passion to learn through the exploration of new skills and **opportunities** to nurture **creativity** and curiosity
- to provide learning experiences with children's wellbeing at its very heart thus promoting **kindness**, confidence and **resilience**
- to promote an **aspirational** attitude towards learning, so that all children enjoy coming to school and embrace new challenges; pushing their own boundaries to succeed
- to celebrate the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development
- to equip children with the desire to lead both physically and emotionally healthy lives

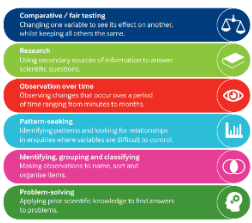
<p>English Writing</p> <p><i>These books are to be enjoyed as a class – please refrain</i></p>	<p>Goodnight Mister Tom</p> <ul style="list-style-type: none"> • Character descriptions • Diary entries • Setting descriptions • Letter writing 	<p>Floodland</p> <ul style="list-style-type: none"> • Narratives • Newspaper writing from different perspectives • Persuasive speech 	<p>The Arrival</p> <ul style="list-style-type: none"> • Narrative • Travel blog • Play scripts 
---	--	--	--

<p><i>from reading them at home!</i></p>	<p>The Diary of Anne Frank</p> <ul style="list-style-type: none"> • Diary writing • Setting descriptions • News reports • Obituary writing 	<p>Can we save the tiger?</p> <ul style="list-style-type: none"> • Grammar skills • Information text writing • Narrative <p>How to survive a natural disaster?</p> <ul style="list-style-type: none"> • Instructional writing 	<p>Writing based on real world issues</p> <ul style="list-style-type: none"> • Balanced arguments • Persuasive letters to MPs • Debating
<p>English Reading</p> <p><i>These books are to be enjoyed as a class – please refrain from reading them at home!</i></p>	<p><i>Books read from the authors Neil Gaiman, Lemony Snicket, Polly Ho Yen, as well as from the recommended reads list voted for by Year 6 classes</i></p>		
<p>English Spelling, Phonics and Grammar</p>	<p>Spelling focus</p> <ul style="list-style-type: none"> • Year 5 revision for challenging words • Irregular spelling patterns <p>Grammar and punctuation focus</p> <ul style="list-style-type: none"> • Previous KS2 skills revision • Commas to separate clauses • Using brackets, dashes and commas for parenthesis • Semicolons to separate linking clauses • Apostrophes – contraction and possession • Adverbials and prepositional phrases • Types of clauses • Formal and informal writing styles 	<p>Spelling focus</p> <ul style="list-style-type: none"> • Year 6 challenge words • Words with the prefix over – • Words with the suffix –ful • Words that can be nouns and verbs • Words with ‘oa’ sounds spelled ‘ou’ or ‘ow’ • Words with the soft ‘c’ sound spelled ‘ce’ • Words with the prefixes dis-, un-, over- and im- • Words with the ‘f’ sound spelled ‘ph’ • Words with origins in other countries • Words with unstressed vowel sounds <p>Grammar and punctuation focus</p> <ul style="list-style-type: none"> • Commas to separate clauses • Using brackets, dashes and commas for parenthesis • Semicolons to separate linking clauses • Apostrophes – contraction and possession • Modals verbs • Expanded noun phrases 	<p>Spelling focus</p> <ul style="list-style-type: none"> • Words with –cial after a vowel • Words with –tial for the ‘shul’ sound • Words with acc • Suffixes –ibly and –ably • Suffixes –ent and –ence • Words ending –er, -or or –ar • Adverbs synonymous with determination ending in –ly • Grammar and punctuation words <p>Grammar and punctuation focus</p> <ul style="list-style-type: none"> • Revision for SATs

		<ul style="list-style-type: none"> Active and passive voice 	
Maths	<p>Place Value</p> <ul style="list-style-type: none"> Recognising, ordering and comparing numbers up to 10 million. Negative numbers <p>Four Operations</p> <ul style="list-style-type: none"> Multiply, divide, add and subtract Factors, multiples, squares, cubes and prime numbers Order of operations (BIDMAS) <p>Fractions</p> <ul style="list-style-type: none"> Add, subtract, multiply and divide fractions Mixed numbers and improper fractions Compare and order fractions Equivalent and simplifying fractions Fractions of an amount 	<p>Ratio</p> <ul style="list-style-type: none"> Ratio and fractions Using scale factors <p>Algebra</p> <ul style="list-style-type: none"> Following one and two-step rules Forming expressions Substitution Forming equations Solving one and two-step equations Finding pairs of values <p>Decimals</p> <ul style="list-style-type: none"> Adding, subtracting, multiplying and dividing fractions. <p>Percentages</p> <ul style="list-style-type: none"> Percentages of amounts Finding equivalent fraction, decimals and percentages <p>Perimeter, Area and Volume</p> <ul style="list-style-type: none"> Area and perimeter Area of a triangle Area of a parallelogram Volume of a cuboid <p>Statistics</p> <ul style="list-style-type: none"> Line graphs Bar charts Reading and drawing pie charts The mean 	<p>Shape and measure</p> <ul style="list-style-type: none"> Angles in shapes Drawing 2D shapes and nets of 3D shapes Circles Plotting coordinates on four quadrants Translations Reflections <p style="text-align: center;">SATs revision</p> <p style="text-align: center;">Maths investigations after SATs practising all mathematical concepts taught</p>
Art and Design	<p>WW2 (Drawing and painting) Artist: Andy Warhol and Roy Lichtenstein</p> <ul style="list-style-type: none"> Portrait of a famous figure from WW2. Pencil drawings and then Pop Art style colours using paint, pen or pencil. Looking at how influential the movement was. 	<p>Our Changing World (Clay sculpture) Artist: Nick Mackman</p> <ul style="list-style-type: none"> Endangered animals due to climate change. Sculpting out of recycle materials. 	<p>The Ancient Maya (Textile) Artist: L.S. Lowry and David Hockney</p> <ul style="list-style-type: none"> Comparing the work of L.S. Lowry and David Hockney. Looking at the contrasting colours of urban and rural landscapes and understanding how colour can depict different emotions and experiences
Computing	<p>Communication</p> <ul style="list-style-type: none"> Develop from the understanding of the internet to understand what the WWW is Be able to carry out specific searches on the WWW 	<p>Web Page Creation</p> <ul style="list-style-type: none"> Understand that web pages are written in HTML Plan a web page design Create a web page using software 	<p>Variables in Games</p> <ul style="list-style-type: none"> Understand what variables are Know how to use variables in programs Enhance a game code using variables Write a game code using variables Evaluate projects

	<ul style="list-style-type: none"> • Understand how search engines work • Understand what SEO is • Know that the internet can be used to communicate • Understand how to stay safe when communicating online <p>3D Modelling</p> <ul style="list-style-type: none"> • Compare 2d and 3D shapes • Use modelling software to combine shapes • Colour, rotate and resize shapes • Design a physical object • Improve designs 	<ul style="list-style-type: none"> • Use navigation paths and consider effective links <p>Spreadsheets</p> <ul style="list-style-type: none"> • Understand how spreadsheets organise data • Manipulate data sets using spreadsheets • Write and use formulas • Calculate using spreadsheets • Plan a budget 	
Design and Technology	<p>Fairground rides</p> <ul style="list-style-type: none"> • Looking at a range of fairground rides, assessing how they work and move • Using electrical motors to create rotating parts • Design a fairground ride with a rotating part • Follow a design to make a fairground ride • Evaluate a finished product 	<p>Burgers</p> <ul style="list-style-type: none"> • To explore different types of burgers and nutrition • To explore how to make burger patties • To explore sauces and side dishes for burgers • To plan and make a burger • Evaluate the burger making process 	<p>Bird houses</p> <ul style="list-style-type: none"> • To investigate the purpose and appearance of bird houses • To investigate the materials and features of bird houses and how to draw diagrams • To practise woodwork skills • To design a bird house for a specific bird • To make a bird house following a plan • Evaluation
<p>Geography</p> 	<p>History focus</p>	<p>Our Changing World</p> <ul style="list-style-type: none"> • Erosion and weathering • How coastal features are formed • How water and weather changes the coastline, and a focus on the UK coastline • How the make up of the UK has changed over time • How the international borders of Europe has changed over time • How and why landscapes change over time • How animals and plants are affected by the changing world • Climate change and dangers and the effect • Green careers 	<p>History focus</p>

<p>History</p>	<p>How the twentieth century impacted our lives in Britain?</p> <ul style="list-style-type: none"> • Evacuation – what was it like to be an evacuee? • Rationing and how it impacted people's lives • The role of women • What was the holocaust? • Key events during WW2 • How designs and new inventions have impacted our lives since WW2. • How has transport changed in the 20th century? • How has medicine advanced since WW2? • How have the lives of children changed during the twentieth century? 	<p>Geography focus</p>	<p>The Ancient Maya</p> <ul style="list-style-type: none"> • Who were The Maya? • Who were the Spanish conquistadors and how did they discover The Ancient Maya civilisation? • How can we locate cities on a map? • What was everyday life like for The Maya? • How can we learn from ancient artefacts? • How does The Ancient Maya period compare to a period of British history?
<p>Modern Foreign Languages</p> 	<p>Au salon de thé By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p> <p>As-tu un animal? By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	<p>Les Habitats By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p>	<p>French revision</p> <p>Les instructions</p> <p>Les jours des semaine</p> <p>Les mois</p> <p>Quelle heure est-il?</p>
<p>Music</p>	<ul style="list-style-type: none"> • Clarinet • Boomwhackers / Handbells • Music Theory: rhythm; notation; treble clef; note length, key signatures, time signatures. 	<ul style="list-style-type: none"> • Clarinet • Boomwhackers / Handbells • Music Theory: rhythm; notation; treble clef; note length, key signatures, time signatures. 	<ul style="list-style-type: none"> • Clarinet • Boomwhackers / Handbells • Music Theory: rhythm; notation; treble clef; note length, key signatures, time signatures.

	<ul style="list-style-type: none"> • Music Appreciation: Glenn Miller • Musician Study : Vera Lynn • Topic Song : Evacuate, evacuate • Composition: Song Writing – Groovy Music and Dance Ejay 	<ul style="list-style-type: none"> • Music Appreciation: Nitin Sawhney - Homelands • Composition: Song Writing – Groovy Music and Dance Ejay 	<ul style="list-style-type: none"> • Music Appreciation: Mayan music. • Instrument study : Traditional Mayan Instruments • Composition: Song Writing – Groovy Music and Dance Ejay
Physical Education	<ul style="list-style-type: none"> • Football • Netball • Hockey • Indoor Athletics • Handball 	<ul style="list-style-type: none"> • Lacrosse • Rugby • Cricket • Gymnastics 	<ul style="list-style-type: none"> • Athletics • Dance • Tennis • Rounders
Religious Education	<p>Why should Hindus live a good life?</p> <ul style="list-style-type: none"> • Understanding the Cycle of samsara and its impact on Karma • Learning about Brahma and his forms. <p>How is God three, and yet one?</p> <ul style="list-style-type: none"> • Understanding the concept of the Lord, the Son, and the Holy Spirit. <p>Additional Nativity unit: Learning about the story of King Herod and misconceptions about the nativity scene.</p>	<p>What is the Buddhist way of life?</p> <ul style="list-style-type: none"> • Learning about Enlightenment and its significance to the Buddhist faith • Understanding how factors such as geographical location can impact the interpretation of the Buddhist faith. <p>Why is resurrection Good News for Christians?</p> <ul style="list-style-type: none"> • Contrasting Christian, Catholic and Jewish understandings of original sin. • How did the motivations of the gospel writers impact their telling of events? 	<p>For Christians, what difference does it mean to belong to God's Kingdom?</p> <ul style="list-style-type: none"> • Understand what it means to "act justly, love mercily and walk humbly" • What do Christians believe happens after death? <p>What can be done to reduce racism, can RE help?</p> <ul style="list-style-type: none"> • Learning what racism is and why it is unfair, and its links to famous statues and monuments. • The importance of being an ally and amplifying voices.
PSHE			<p>Growing and changing <i>The updated curriculum will be introduced in 2025</i></p>
<p>Science</p> 	<p>Topic: Light and how we see things</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiry to answer questions • Recognise that light appears to travel in straight lines • Recognise how the eye sees objects • Recognise how shadows are formed and explain how they change. • Explain how light can be bent • Explain and demonstrate how rainbow colours are formed. • Record data in a range of ways to show findings. <p>Topic: Electricity</p>	<p>Topic: Animals, including humans (circulatory system)</p> <ul style="list-style-type: none"> • Respiratory system • Circulatory system • Digestive system • Blood and nutrients • Function of the heart • Skeleton and major organs 	<p>Topic: Evolution and inheritance</p> <ul style="list-style-type: none"> • Understanding the scientific concept of inheritance • Defining the meaning of and investigating adaptation • Researching the key ideas of the Theory of Evolution • Demonstrating how plants have evolved • Discovering how Human Beings have evolved • Investigating what the result of adaptation is • Answering how human intervention can effect evolution

	<ul style="list-style-type: none">• Carry out simple electrical circuit challenges and explain findings.• Explore the effects of voltage on electrical circuit components• Draw and annotate circuit diagrams• Create a dimmer switch• Create a working electrical prototype• Report and present findings.		
--	---	--	--