





## Curriculum Overview – The WINDMILLS Junior School - YEAR 6

Term 1 - Extreme Earth	Term 2 – We'll Meet Again	Term 3 – Curious Creatures
<p><b>Science</b> - Animals, including humans. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported in animals, including humans.</p> <p><b>History</b> – Not in this learning Journey</p>  <p><b>Geography</b> – Natural disasters around the world - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Computing</b> –</p> <p><b>ICT</b> – Understanding computers networks and the language they use. Selecting and using software to collect, analyse and present information.</p> <p><b>Programming</b>– Programming systems that can respond to physical inputs (switches, temperature or light sensors).</p> <p><b>Digital Literacy</b> – Effective use of search engine keywords and filters, discerning evaluation of different websites. Talking about cyberbullying (PSHCE link).</p> <p><b>Art</b> – Modroc mountains and Clay modelling 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].</p> <p><b>DT</b> – Shelters for disasters – Design / Make / Evaluate</p>	<p><b>Science</b> – <u>Light</u></p> <p>Recognise that light appears to travel in straight lines – how shadows are formed and how we see.</p>  <p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function. Draw and use circuit diagrams.</p>  <p><b>History</b> – 2<sup>nd</sup> World War - Battle of Britain as a turning point of the war, a significant turning point in British history.</p> <p><b>Geography</b> – <b>World map</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p><b>Computing</b> –</p> <p><b>ICT</b> – Using a range of internet services to share and store data. Infographics (store on cloud). Office online.</p> <p><b>Programming</b> – Creating programs which use variables (memory) to affect their operation.</p> <p>Programme dogfight animation</p> <p><b>Digital Literacy</b> – Using technology safely and responsibly; computer viruses. (separate sessions)</p> <p><b>Art</b> – Observational drawing – applying and matching – comparing pencil to water colour</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Science</b> – Working on a project with Downlands Secondary School – testing acids and alkalis</p> <p>Investigative science:</p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>-taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>-using test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Science</b> – Evolution and Inheritance.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>  <p>Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Living things and their habitats. Classify plants and animals based on their characteristics. Describe how living things are classified into broad groups according to common observable characteristics and based upon similarities and differences, including plants, animals and micro-organisms.</p> <p><b>History</b> – Not in this learning Journey</p> <p><b>Geography</b> – <b>Weather / World map oceans / seas / continents / tropics</b></p>

### Term 1 - Extreme Earth

**PE** – Invasion games – Defending and Attacking  
Dance – linked to the theme of ‘Disaster’  
Gym- improving and refining movement



**RE** – People of faith – Buddha / Muhammad / Confucius/ Jesus / Guru Nanek / Krishna

Pupils explore the lives of key leaders from some of the world’s largest religions, describing the challenges they have faced and the commitments by which they have lived.

**Music** – Listening and appraising Grieg’s Hall of the Mountain King – Composing and responding own pieces changing the dynamics to add effects.  
Body Percussion – working as a team to reproduce rhythm patterns of increasing complexity.

**PSHCE** – Bullying / New Beginnings

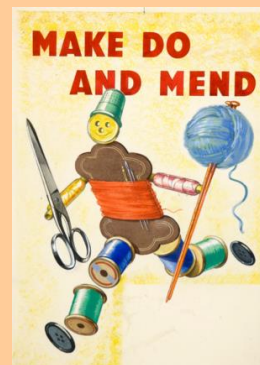
**MFL** – Revision of greetings and numbers to 100 in French. Introducing and using the vocabulary for different clothing and equipment.



Researching other French speaking countries.

### Term 2 – We’ll Meet Again

**DT** – Make do and mend toys  
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



**PE** – Invasion and attacking / Dance – World War 2 themed

**RE** – study of Jewish Faith – linked to WW2  
Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent).

Investigating Christian signs and symbols and the importance of prayer to religions.

**Music** – Singing and appraising (WW2 songs) and developing ‘Beatboxing’ skills.

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**PSHCE** – Going for Goals/ Citizenship

**MFL** – Le Depart – (WW2) using cognates to translate longer pieces of text. Combining vocabulary knowledge to write sentences in French.

Introduction to German - learning vocabulary for greetings, numbers, colours etc.

### Term 3 – Curious Creatures

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



**Computing** –

**ICT** – Selecting and using software to use to create media or programs designed for a specific audience.

**Programming** – Decomposing programs to effectively debug them, using reasoning to find and correct errors.

**Digital Literacy** – Building a safe online profile, identifying a range of ways to report concerns about content and contact in and out of school.

**Art** – Japanese portraits

Using sketch books to record their observations and to improve their mastery of art and design techniques. Continue to build up a portfolio of work in sketch books to explore and extend own knowledge of other artist’s work and compare different techniques.



**DT** – Food Technology – savoury picnic/party food for healthy eating

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		<p><b>PE</b> – Striking and fielding games / Athletics</p> <p><b>RE</b> – Studying modern people of faith and seeing the impact religious beliefs had on their lives</p> <p><b>Music</b> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. This is covered in the context of production songs.</p> <p><b>PSHCE</b> – Changes / Sex Education and Relationships</p> <p><b>MFL</b> – learning and applying the vocabulary associated with money and shopping with increasing fluency and accent.</p>

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